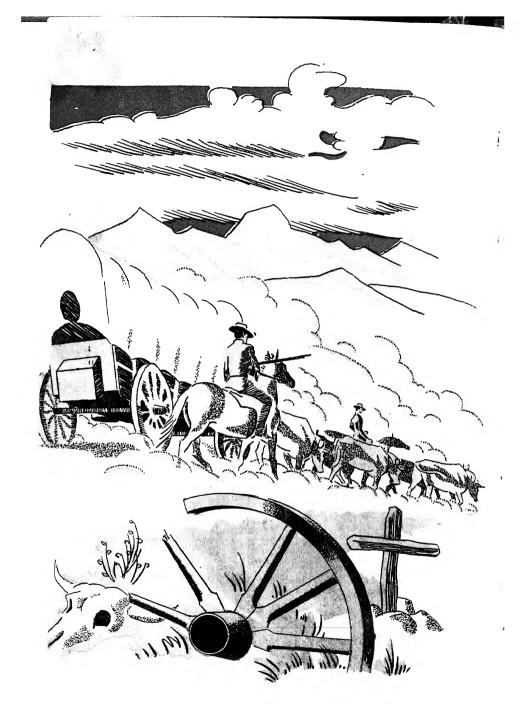
MY COUNTRY

People-to-People Pagama-USA





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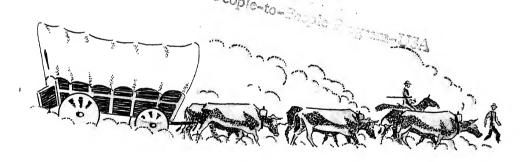
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By MERLIN M. AMES

JESSE H. AMES and

ODILLE OUSLEY

Illustrated by the ROYTS



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PREFACE

Any account of the rise and progress of the American people is peculiarly inspiring. The story is the great heritage of Americans, and must be passed on by each generation to America's children. In recognition of this necessity many schools now make a first presentation of this story in the fourth or fifth grade.

Obviously, the whole story cannot be told to the tenyear-old. Yet there has never been anything like agreement as to what parts can with profit be presented to him. There is no general agreement today.

Time has, however, demonstrated the fallacy of assuming that only the legendary, glamorous, and heroic episodes of our past could hold the attention of the young child. The cherry-tree story, Molly Pitcher, and Barbara Fritchie are no longer the foundation stones of the course in history for children.

But we are still in the grip of another fallacy. It lies in the undiscriminating attempt to present practically the whole story to the fourth or fifth grader. Some courses of study call for too much. Texts attempting to meet this call become encyclopedic. The conscientious teacher, struggling to present this "boiled-down" account, becomes a drillmaster.

The authors of My Country have long been convinced

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that there is a great body of factual matter in the nation's history which, though vital, solid, and of enduring worth, cannot be made mentally digestible for the tenyear-old. No author, no teacher, can perform this miracle. There is another body of materials, equally vital and significant, which by its nature seizes upon the interest of the child, stimulates his imagination, and at the same time gives him a valuable insight into the story of his country.

In the preparation of My Country, therefore, the authors believed their primary task to be the sifting and winnowing of the materials of American history in order to sort out that which is worthwhile and at the same time teachable at the age level under consideration. It was a task in discrimination.

My Country presents an account of America and its people in groups of stories written in as interesting a narrative style as the authors could muster. But the text is not a "story book" in the accepted sense. In and through the story groups there is presented the well-knit, organized narrative of the beginnings and development of the American people. The basic facts which explain the America that is are all here.

My Country presents essentially the same story of America as the two popular texts, Stories of My Country's Beginnings and Stories of My Country's Growth.

—The Authors

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I. OUR AMERICA AND ITS EARLY PEOPLE

CHAPTER ONE. HOW THE NEW WORLD OF AMERICA WAS FOUND

LEIF THE LUCKY AND HIS SAILORS

Would you like to go out on the great, stormy ocean in just a long, narrow boat? Hundreds and hundreds of years ago there were sailors who were not afraid to do that. They went almost where they pleased on the ocean that lay near their home. Their home country was Norway. They called themselves Vikings (vī'kĭngz).

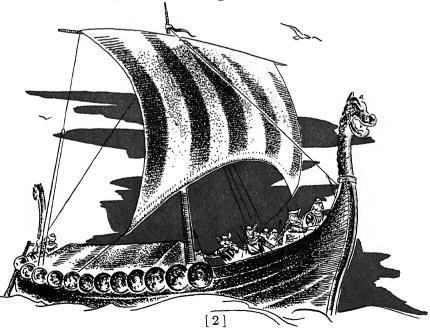
When the winds were right, the sturdy Viking boats sailed forward at a great rate. When there was no wind at all, or when it blew the wrong way, the Vikings used long oars to keep their boats going. They placed their shields along the sides of the boat.

Some of the Vikings sailed away from Norway because they did not like their king. Still more went because they liked adventure. They wanted to find new, strange places. Out across their ocean—which was the Atlantic Ocean, as you may know already—went the Vikings. Through the mists they saw an island. They landed there, naming that island Iceland. Soon many

Viking families went there to live. Some of the sailors went on through the storms, and between the icebergs, and found a still greater island. This they named Greenland.

Then, far off to the west and south, a ship captain saw a dark, wooded shore. He went back and told about what he had seen.

Leif Ericson (lēf ĕr'ĭk-sŭn) was a young Viking sailor. He made up his mind to visit this land where the trees grew along the shore of the ocean. After many days of hard rowing he and his men found the new land. They went ashore and made a snug camp. Leif and his sailors liked the new land, where the trees were so tall and straight. They found strange birds and animals and

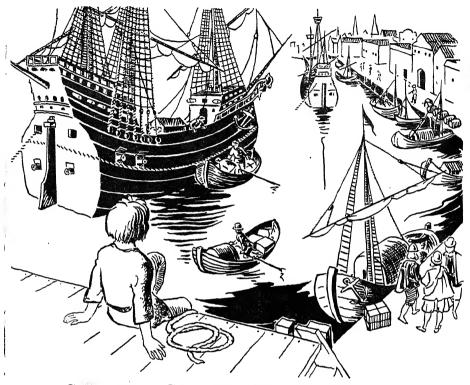


plants. One of Leif's men, so the story goes, came back to camp one day with his mouth drawn up as if he were trying to whistle. He was trying to eat some green grapes he had found. Leif and his men laughed, and then Leif all at once knew he had found a good name for the new country. He called it Vinland.

Leif Ericson's ship went back to the Viking settlements loaded with fine, long timbers. How badly they were needed in a place where there are no trees at all! Other ships went to Vinland for more timber. Then, for some reason, the Vikings stopped going to the land Leif Ericson had visited. For a time the people over in Europe seemed to forget all about the new western lands the Vikings had found. But today we know that the Vinland of Leif Ericson was our own America. So you see, this country was first found a long time ago. But then it was "lost" once more and had to be found all over again many years later.

A. Match the words in the first list with the phrases that mean the same thing.

- 1. Vikings
- a. sailors from Norway
- 2. shield
- b. a large block of floating ice
- 3. iceberg
- c. the land found by Leif Ericson
- 4. Vinland
- d. a thing used by the Vikings to protect them from spears or arrows
- B. Why did so many Vikings sail away from their home country?
 - C. To what land had Leif actually sailed?



CHRISTOPHER COLUMBUS FINDS AMERICA AGAIN

Five hundred years ago there lived in Genoa (jĕn'ō-ā), Italy, a boy by the name of Christopher Columbus. Christopher's father was a wool-comber, or a worker who got wool ready for making into cloth. The shop where the wool-combing was done was on the first floor of the house where the Columbus family lived.

Christopher knew of places which were far more interesting and pleasant than the dirty, greasy woolcombing shop. One of these was the wharf where the ships came and went. The merchants of Genoa owned

many fine ships which came from the eastern shores of the Mediterranean (měd-i-tě-rā'nė-ăn) Sea loaded with the silks and cloth and spices of the far eastern lands. Columbus liked to listen to the tales the sailors told about the strange lands and the queer people they had seen. He was sure that the life of a sailor was the most interesting that any one could have.

You need not be surprised that the boy Christopher wanted to sail away into a life of adventure on one of the fine ships of Genoa. Almost every boy living in the busy cities near the <u>Mediterranean Sea</u> felt just as Christopher did.

The older people, too, were interested in the ships and the sailors, even though they never once had set foot on the decks of the vessels. They all gathered at the wharves to watch the ships sail away on their long voyages. They rang the bells and shouted with joy when the ships came home loaded with rich goods from the East.

All the people were proud of their ships and their sailors, and were eager to honor the names of their rich merchants. Is it any wonder, then, that Christopher Columbus liked to watch the great ships come and go? Or that he longed for the time to come when he could sail away to distant lands?

Columbus, the sailor. When Christopher Columbus grew to manhood he became a skilled sailor. He sailed to many places in the Medit all the new maps and read a

far eastern lands from which the rich spices and jewels came. He thought up a great plan for getting to these lands with ships. He talked to the sailors about his plan. At last he got King Ferdinand and Queen Isabella, of Spain; to listen to him.

"Give me ships and men," he cried, "and I will sail to the west across the Sea of Darkness, and will come to the lands of spices and jewels."

"But those lands are east, not west!" some one said.

"But the world is round," Columbus said. "The East may be found by sailing west."

The great discovery. At last the rulers of Spain gave Columbus three small ships, and he sailed away to the west across the Atlantic Ocean. His sailors became frightened. They were sure the ships would come to the edge of the world and just fall off into space. The

lors were ready to throw their captain into the ocean turn around and go back. Then, at last, they all the land ahead. They saw low green shores with tall palm trees swaying in the wind. Columbus had found the New World. This happened on October 12, 1492. It was a great day for Christopher Columbus—

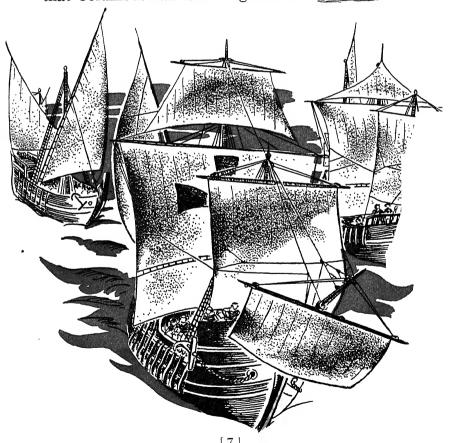
1. Why were there so many ships at Genoa?

and for the whole world, as well.

- 2. Look at the picture of Columbus' ships on page 7. In what ways were they different from the ships of the Vikings?
 - 3. What important thought came into Columbus' mind?
 - 4. What was the most important thing Columbus did?

LEARNING MORE ABOUT AMERICA

Columbus had not reached the land of spices at all. He had found America instead. He had found a part of the same land Leif Ericson had named Vinland so many years before. He was still thousands of miles from the rich eastern lands where all the merchants wanted to trade. Slowly people began to understand that Columbus had found a great new continent.



Naming the people of America. On the islands and along the shores of the new lands he visited, Columbus found a strange kind of people. They were tall and straight and had coarse black hair and skins of a copper color. Because he thought he was near to India, in Asia (ā'zhā), Columbus called the new people he had found "Indians." So we have called them Indians ever since—all because of an odd mistake made by Columbus.

Why we are living in "America" instead of "Columbia." Naming the new race of people was one mistake. Naming the new land itself was mistake number two. Columbus, you see, did not know he had found a great new continent. For a long time other people did not know it, either. Then a man named Americus Vespucius (a-mer'i-kus ves-pū'shus) crossed the Atlantic Ocean. He visited the shores of what we now call South America. When he went back to Europe he told about the new lands he had seen. He called the place where he had been Novus Mundus (nō'vus mun'dus), or the New World. The idea spread that Americus had found a new continent, and people began calling it America.

The people did not realize that Americus had seen a part of the very land Columbus had also seen—and had seen first. When they saw their mistake, it was too late to change the name. So Christopher Columbus lost the honor of having the New World named for him.



Other bold ship captains. After the time of Columbus, many brave ship captains made plans to sail away across the western ocean. One of these was John Cabot (kăb'ŭt), who was captain of an English ship. He steered far to the north and visited the coasts of an island which was named Newfoundland (nū'fŭnd-lănd'). When he sailed back to Europe he told about the great numbers of fish he had seen near the shores of this island. Soon the fishermen of many countries crossed the ocean each year to fish near Newfoundland.

A Spanish leader, Balboa (băl-bō'à), went to what we now call Central America, crossed over the land, and saw the great Pacific Ocean lying off to the west. Ferdinand Magellan (mà-jěl'ăn) sailed with five ships to America. He found a narrow, winding strip of water that led him around the southern part of South America to the Pacific Ocean. By this time he had only one ship left. This small ship, the "Victoria," crossed the broad Pacific Ocean, sailed around Africa, and got back safely to Spain.

The "Victoria" and the other ships had begun their voyage by sailing west from Spain. Now the "Victoria" came home to Spain from the east. The sailors on the "Victoria" were the first men to go all the way around the world. No one could doubt any longer that our earth is really round.

A new home for the people of Europe. As the years passed, more and more ships crossed the ocean to

America. Some of their captains sailed for miles along the eastern shore of the new land. Others went ashore looking for gold. Often the sailors did not find what they were looking for. But they all saw that the new lands were very large. They saw great new rivers and high mountains. They saw birds and animals and trees and flowers that were new to them and to the people of Europe. Everywhere they saw bands of the copper-colored Indians.

Slowly the people of Europe learned what a fine new land had been discovered across the western ocean. Many of them were eager to leave their old homes, cross the sea, and build new homes for themselves in America.

- A. Why did people in Europe think America would be a good place for them to make their homes?
 - **B.** How did it happen—
 that the Indians were called Indians?
 that the land Columbus found was named America?
- C. On another paper write the numbers 1-4. After each number write the word from the list which is needed in the sentence of that number.

	adventure	continent	timber	wharf
1.	Sailing an unk	mown sea wou	ıld be a grea	at
2.	The Vikings g	ot from	the forests.	
3.	The at (Genoa was a b	usy place.	
4.	South America	a is the s	south of us.	

D. On another paper write the numbers 1–20. After each number write the word or words that belong in the blank of that number.

The homeland of the Vikings was __(1)_. The Vikings found two islands and named them __(2)_ and __(3)_. Leif Ericson found North America and named it __(4)_. The ships of the Vikings were made to go through the water by means of __(5)_ and __(6)_.

A boy named <u>(7)</u> grew up in the Italian city of <u>(8)</u>. The merchants of Italy brought <u>(9)</u> and <u>(10)</u> to Europe from (11).

A king and queen named (12) and (13) gave Christopher Columbus three ships in which to make a voyage. The ships sailed across the (14) Ocean. Columbus thought at first that he had sailed to the shores of (15). He named the strange people he found (16). But Columbus had really found (17).

Many people then believed the earth to be (18) in shape. Columbus believed it to be (19). The sailors on the ship called the (20) proved that Columbus was right in his belief.

E. Is there a large map on the wall of your school room? Find these places on the map:

Iceland Central America Mediterranean Sea

Spain

Newfoundland







CHAPTER TWO. THE INDIANS AND THEIR WILDERNESS HOME

A ROAD MAP OF EARLY DAYS

Have you ever looked at a road map? Did you notice how many red and black and blue lines cross the map of our country in every direction? Each line shows a road over which we may travel.

Do you suppose that America, when Columbus discovered it, had many roads leading across the land? Or maps to show the roads? Of course not! But there were roads in America before the white men came, and maps also. Not printed maps, of course; "memory maps" would be a good name for them.

Some of the wild animals had roads, or trails, which they always used. The buffaloes had the best and longest trails which they used year after year. These big animals often traveled hundreds of miles. Sometimes they went to warm, sunny valleys where they could eat the grass, even in the winter time. Sometimes their trails led them far up the cool mountain slopes.

When the buffaloes were on the march, they went c behind the other, all following some wise old lear Year after year the buffaloes went along the same trails. The trails followed the hard, firm ground. They led over the lowest hills and crossed the streams where the water was not deep. But they were narrow little trails often hardly a foot wide; just wide enough to allow the buffalo to plant his broad feet firmly on them.

The buffalo trails did not get any wider, but each year they grew deeper. Years after the white men came, and years after the buffaloes had gone, the narrow, hardpacked buffalo trails could be seen winding far across the prairies.

Indian trails. The Indians were even better trail makers than the buffaloes. They went along the same trails year after year, just as the buffaloes did. Each Indian knew about the trails near his village. He knew all the trails that led to good places to hunt. He knew very well how to follow the trails that would take him to the villages of other Indians.

The red men all had clear ideas about the time it would take to travel to different places. If the Indians were going on a very long journey, lasting many weeks, they said the trip would take so many "moons," or months. If the place they wanted to reach was four days' travel away, the Indians would say it was "three sleeps" distant. That is, they would have to sleep three nights beside the trail before they reached the place.

Often the Indian trails were narrow and winding, much like those of the wild animals. Some trails the Indians followed when going to make war on an enemy tribe were so dim and so grown with bushes that they could hardly be seen. But near the Indian villages the trails leading to a good place to fish on a near-by river, or those going to places in the woods where the Indian women made maple sugar, were wide and plain. Some of these trails were almost good enough to be called roads.

Use of the Indian trails. When the white men went into the country where the Indians lived, they used the trails made by the Indians. The Indian trails through the woods were better than the white men could make. Later on, when the white settlers made real roads, they often put them right where the moccasins of the red men had once padded softly along. Even the railroad engineers of later times often could find no better place to have the railroad tracks cross a mountain, or follow the bank of a river, than along an old Indian trail.

A few years ago a man who had learned a great deal about the Indians made an Indian "road map." The map shows the great trails followed by the Indians hundreds of years ago. Would this not be an interesting map to see? Perhaps we can all see it some day, for it is kept in one of the buildings of our government, at our capital city, Washington, D. C.

What is the difference between-

- 1. a buffalo trail and an Indian trail?
- 2. an Indian trail and an early road?
- 3. an early road and a highway of today?

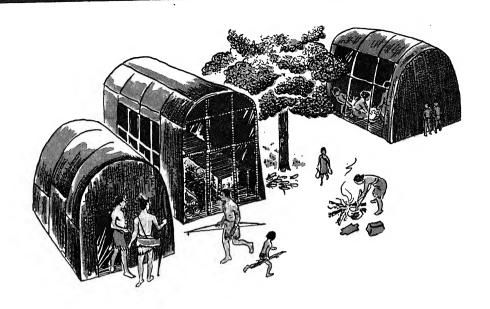
A VISIT TO A TOWN IN WIGWAM-LAND

The white people who came to America to live soon became acquainted with the Indians. They found the red men and their families living together in little villages.

Two of the white men, John White and Thomas Hariot, wanted to learn all they could about the Indians. Often they went along a forest path to visit some Indian village. John White could draw pictures, and Thomas Hariot could write interesting stories of what he saw. The pictures and the stories of these two men were put in a book. This old book gives us a good idea of how some of the Indians lived when the first white men came to America to make their homes.

John White's pictures show that most of the Indian houses in the near-by forest looked like the ones in the picture on page 17. The houses stood close together in a cleared space in the woods. Thomas Hariot said this about the houses: "They are made of small poles made fast at the tops in round form after the manner as is used in many arbories in our gardens in England. In most towns they are covered with bark, in some with mats made of long rushes."

Visiting the Indian village. The white visitors saw fires burning before the houses. Fish, laid on frames of green sticks, were cooking over the fires. The white men saw, a little way on, small fields in which grew corn,



pumpkins, and meions. Indian women were at work in these fields. They had to stop working often to scare away flocks of crows and blackbirds. Many of the Indian men were fishing in a small river which ran through the Indian village. Some of the fishermen were trying to spear the fish, while others were spreading their nets in the stream.

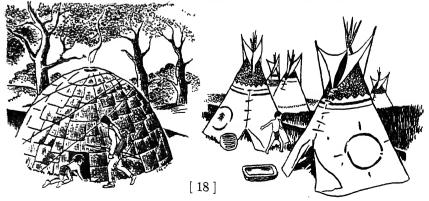
Finding other Indian villages. John White and Thomas Hariot lived quite close to the shore of the Atlantic Ocean. They did not dare wander very far away into the woods. But after a time white men found it safe to follow the Indian trails which led them hundreds of miles away from the seashore. These men found Indian homes and villages which were different from the ones John White and Thomas Hariot told

about. Away in the north they found the houses of the Iroquois (ĭr'ō-kwoi) Indians. These Indians built very long houses, with walls and roofs <u>held</u> in place on a frame of heavy timbers. Many Indian families lived in each long house.

Some white men pushed through the woods until they came to Lake Huron (hū'rŏn), Lake Michigan, and Lake Superior. Near these lakes they found the Chippewa (chĭp'ĕ-wä) Indians and their neighbors. The houses of these Indians had rounding tops, and were called wigwams.

The frames for these wigwams were made by pushing the ends of long, slim poles into the ground, and then bending the poles over until the other end of each could be shoved down into the earth. The pole frames were then covered with sheets of bark or with reed mats. Notice the picture of a wigwam on this page.

After a while white men wandered far out on the plains of the West where no trees grew. The Indians living there had no bark or reed mats for the outside of



their lodges. Instead they used the skins of buffaloes. But near the mountains the Indians found poles for the frames of their houses. They set up the poles in a circle, bringing the upper ends to a point. Such Indian houses are often called tepees. At the bottom of page 18 is a picture of a tepee village of these western Indians.

In the dry southwestern parts of our country lived Indians who built their houses along the side of some cliff. The rows of houses were <u>built</u> one row above another, the flat roofs of one row of houses serving as the "front yard" for another row farther up on the side of the rocky slope. Ladders were used by the Indians to get from one "street" up to the next one.

The Indians who lived in these villages, or "pueblos" (pwĕb'lōz), as they came to be called, were farmers, herdsmen, and weavers. Because they were afraid of the wild Indians of the plains, they lived close together in some high place.

On a sheet of paper write the words in the left-hand column. After each word write the number of the phrase in the right-hand column that matches it.

cliff herdsmen 1. Indian houses on sides of cliffs

2. Indian houses with round tops

lodge

3. houses of buffalo hides on poles in a circle

4. plants with round, often hollow, stems

pueblo rushes

5. men who own and care for cattle

tepee

6. any Indian house

wigwam

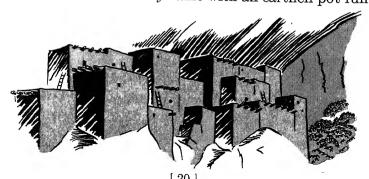
7. a high steep face of rock

NICHOLAS PERROT MAKES A CANOE JOURNEY

Nicholas Perrot (pĕr-rō') was a white man who spent many years traveling about among the Indians. He liked the Indians, and the red men liked him. His first long journey was made in a canoe with his Indian friends. Before the trip began, the Indians made a new canoe. Perrot was interested in watching the red men make it.

Making a canoe. First the Indians with their knives and hatchets cut dry strips of cedar from a fallen tree. These they made into the framework of the new canoe. Then the Indian women lent a hand. They brought great pieces of birch bark which had been stripped from the trees. These the women fitted snugly over the frame of the canoe, cutting away the pieces that were not needed. Then, with bone needles, and using fine roots for thread, they sewed the bark covering firmly to the cedar framework.

All this time some of the Indian women had been busy at a small fire. Now they came with an earthen pot full



of pitch from a pine tree. The pitch had been melted at the fire. It was now spread thickly over all the seams and joints in the birch sides and bottom of the canoe. The Indian women put on the pitch to keep the boat from leaking.

Now the canoe was just about finished. But the Indian men wanted to do one more thing. They wanted to decorate the new canoe. Using a kind of paint they knew how to make, they put on the front and back parts of the canoe pictures and signs in blue, red, and yellow. After this was done, and after the paint had become dry, the men slid the new boat carefully into the water.

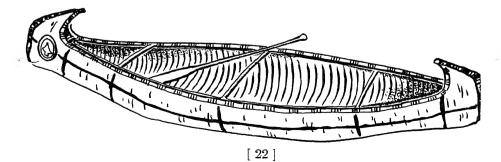
A canoe voyage. Nicholas Perrot was surprised when he saw that the canoe was so light one man could easily carry it. But when he was invited to step into the canoe, and the Indians got in, too, he was still more surprised to see what a great load the boat would carry.

Perrot and the Indians all wore soft moccasins. The bottom of the canoe was quite thin, and could have been easily damaged by the heavy soles of shoes or boots. The white man and his red companions sat or knelt in the bottom of the canoe, and just along its center line, for birch canoes tip easily. In their hands the Indians had broad-bladed cedar paddles. Those in the middle and in front dipped their paddles deep, and all together, and sent the canoe skimming over the water. The Indian at the back used his paddle to guide the light boat and to keep it off the rocks.

At the end of the first day's journey Nicholas Perrot was treated to another surprise. He thought the Indians would paddle the canoe so close to the shore that he could step out on dry land. But the Indians kept the canoe out in the water. Perrot had to step out on a rock and leap from there to the shore. The red men themselves got out and unloaded the canoe before its bottom had so much as grated on the sand and pebbles along the shore. They knew their canoe would soon begin to leak if they were not very careful. After they had emptied the canoe of the blankets and food, they carried it up out of reach of the waves and set it down carefully on a bed of pine needles.

That night the white man and his companions slept in their blankets about a good fire. The next morning one of the Indians carried the canoe over the rocks and set it down in the water of another <u>stream</u>. Perrot and the others carried the camping outfit. In a few minutes the second day of the canoe voyage had begun.

Nicholas Perrot traveled hundreds and hundreds of miles in the birch-bark canoes of the Indians. After a



while he could paddle or guide a canoe almost as well as the Indians themselves.

- 1. Can you tell a clear story of the making of a birch-bark canoe?
- 2. What kind of needle and thread did the Indian use? Why?
- 3. Draw a picture of a canoe. Make pictures on it as you think the Indians would.

OTHER JOURNEYS WITH THE INDIANS

Many of the red people who lived where there were no birch trees could not make birch-bark canoes. But often they wanted to travel on the lakes and streams. These Indians made canoes called dug-outs. Such canoes were really great hollowed-out logs, the hollowing being done with the help of fire. The dug-outs were good and strong, but they were heavy and clumsy.

Many of the tribes of Indians lived so far away from the lakes and deep streams that even a great traveler like Nicholas Perrot never visited them. Going about with these Indians in early times would have been hard work, for they went everywhere on foot. They had to carry on their backs the things they would need on the trip and at the end of the journey. No, that is not quite true; the Indians had dogs, and sometimes the Indian women strapped loads on the dogs' backs when long journeys were to be made.

After a time the Indians had horses. Another story in the book tells about the first Indian horses. The red men of the wide plains must have wondered, afterwards, how they had ever managed without horses. But here was a puzzle. The Indians themselves could get on their horses and ride away like the wind. But what about the heavy robes, the kettles, the dried meat, and the Indian babies? The Indians did not know how to make wheels. They had no wagons in which to draw heavy loads.

Then one time one of the Indians had a bright idea. First, he found two long strong poles. He bound the poles together in such a way that the "V" where they came together was above the neck of his horse. The poles rested in a harness on either side of the horse, the two loose ends dragging on the ground behind. With stout buckskin ropes, and with robes and blankets, this Indian then made a hammock, or basket, between the



two dragging poles. In this basket were placed the heavy things that were to be taken on the journey. Often the puppies and the Indian babies rode there, too. What a bumpy ride they must have had!

French travelers among the Indians, when they first saw these "Indian wagons," called them by a French name, *travois* (trà-voi'). That is the name by which they have ever since been called.

On another paper write the numbers 1-4. After each number write "Yes" or "No" to answer the question of that number.

- 1. Were dug-out canoes faster than birch-bark canoes?
- 2. Was fire used in making a dug-out?
- 3. Did Indians have horses before the white men came?
- 4. Did a travois have wooden wheels?

HUNTING AND FISHING WITH THE INDIANS

Indian men and boys spent much of their time fishing and hunting. The fishermen had great skill in making spears and hooks with which to catch large fish like the salmon and the lake trout. Sometimes the Indians put log dams across the streams, leaving narrow openings here and there. The fish would crowd close together when they tried to swim through the gaps in one of these dams. The Indians, standing above, could catch them in their nets, or could easily spear them with their stone and copper spears.

The white hunters who first went out on the western plains often watched the Indians hunt buffaloes. Some of the red hunters built two long fences which came together in such a way as to leave a narrow "V" of land between them. Slowly the hunters then drove the buffaloes into this "V." When the huge animals were crowded together it was easy for the Indians to shoot them with arrows.

Some of the Indian hunters put on wolf skins and crept on their hands and knees toward the buffaloes. Since the buffaloes were not much afraid of wolves, the hunters often got very close before the animals became frightened and turned to run away.

Our early America was a land in which there were plenty of fish and wild game. Many of the Indian families made their living by fishing and hunting. The deer, the bear, the moose, the buffalo, and the fish of the lakes and streams gave them food. The skins of animals furnished coverings for the tepees, leggings, moccasins, shirts, bowstrings, and ropes. The animals with fur gave the Indians warm robes for winter, and soft, comfortable beds at night.

The Indian men had to be good hunters and fishermen to keep their families from want. Now and then the fishing was poor and the wild game could not be found. Then the Indian suffered from cold and hunger.

- 1. Why did the Indian men need to be good hunters and fishermen?
- 2. Make a list of the uses the Indians found for the hides of deer and buffaloes.

I. Is IT TRUE?

On your paper write the numbers 1-5. After each number write "Yes" if the sentence of that number is true; write "No" if it is not true.

- 1. Buffaloes made narrow trails.
- 2. Indians made better trails than the buffaloes made.
- 3. Railroad lines never follow the Indian trails.
- 4. The early Indians drove wagons over the trails.
- 5. Indians often traveled in canoes.

II. NEW WORDS

On your paper write the numbers 1–8. After each number write the word from the list which fits the phrase of that number.

flock	Iroquois	moccasin	pitch
prairie	reed	trail	village

- 1. a track through wild country
- 2. level land
- 3. a small group of houses
- 4. a number of birds or animals living together
- 5. a tribe of Indians
- 6. a kind of tall grass
- 7. sticky juice from pine trees
- 8. a soft shoe without a heel

III. BECAUSE

Write the numbers 1–6 on your paper. After each number write a good ending for the sentence which has that number.

1. Buffaloes made the longest trails because _____.

- 2. Indians of the Western plains did not build houses of bark because ____.
- 3. Indians of the Southwest lived close together in a high place because _____.
- 4. Indians sat or knelt in the bottom of a canoe because
- 5. Indians had no wagons because ____.
- 6. The Indian hunter had to get near to a buffalo to kill it because _____.

IV. THINGS TO DO

- 1. Bring some stone arrow points and hatchets to class.
- 2. With sticks and bark or cloth, make a little house like one kind of Indian house.
- 3. Tell how the Indians who lived in the woods set up their wigwams.





CHAPTER THREE. AROUND WIGWAM FIRES

FOREST MOTHERS

Indians lived together in families, very much as we do. And where there is a family, the mother is always an important part of it. How would you like to meet an Indian mother of the long ago?

Meeting an Indian mother. Here we are, near the low doorway of a round-topped, bark-covered wigwam. In the wigwam lives a family of Chippewa Indians, let us say. Now we see, standing just outside the doorway, the Chippewa mother. She is wearing a buckskin shirt which reaches to her toes. On her feet are moccasins, and about her shoulders a garment much like a shawl. Her small black eyes look out of a broad brown face. The hair of

this Indian woman is black and straight and coarse. Just now it is drawn into an untidy mop at the back of her head.

The Indian mother keeps her eyes on us, but she says nothing. This should not surprise us, for Indian women do not like to talk when strangers are present. As we look into this woman's face it is hard for us to tell what she is thinking about. Her face is almost like a mask. But that shouldn't surprise us, either, for all Indians take pride in hiding their real feelings from strangers. When the Chippewa woman goes over to a small fire near the wigwam, we notice that she "toes in" a little when she walks. Most Indians did that.

The wigwam-keeper. Indian women worked hard. With the help of the girls, they gathered all the wood for the fires. The women skinned and cleaned the game that was brought in by the hunters. They dressed the skins, tanned them, and cut and sewed all the clothing for the family. The Indian women tended the fields of corn and squash and beans. Of course, they carried the water and took care of the children and cooked all the meals.

The Indian men never helped their wives with the work around the wigwams. They would have felt it a disgrace to help with the work of the squaws. (Squaw is a word that means Indian woman.) When an Indian family moved, the women of the forest did all the "packing up" and unpacking, took down the wigwams, and set them up again in the new place.

Now let us take a peep inside the wigwam. If the day is cold, we shall find a small fire in the center of the wigwam. The smoke—part of it—goes out through a hole in the wigwam roof. Our smarting eyes and noses tell us where the rest of the smoke is. We see a number of earthen pots resting on some stones around the fire. Along one wall of the wigwam stands a row of birchbark baskets, or "mococks." Inside these we might see wild rice, corn, and, perhaps, some smoked meat or fish.

Over at one side of the wigwam we notice a pile of bearskin robes and the hides of wolves and other animals. That, of course, is where the Indian family sleeps. Hanging from the poles that make the frame of the wigwam are strips of buckskin, and what appear to be a few partly-made moccasins. Almost everywhere we look we see something that tells us about the hard work done by the "housekeepers" of wigwam-land.

Perhaps, after all, the Indian mothers of long ago liked the lives they led. We must remember that they had never even dreamed about any other way of living. Of course, they loved their children, just as white mothers do. They taught their daughters how to take care of a wigwam and helped their sons to become brave warriors.

- 1. Make a list of the tasks of the Indian women. Which ones are also carried on by your mothers?
- 2. Can you find out how the skins of animals were made into soft, comfortable clothing by the Indian women?



LITTLE WARRIORS

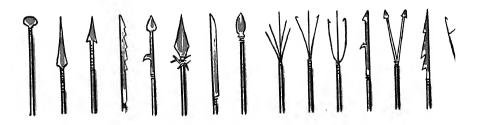
Indian boys had better times than their sisters. Not only the fathers and mothers of the boys, but everyone in the village, was eager to see them grow up to be strong, brave warriors.

Indian boyhood. Small Indian boys played about their homes and did almost as they pleased. They were not asked to do such tasks as carrying water or cutting wood for the campfire. They did not run errands for their mothers. There were almost no errands to run.

But as he grew older, the Indian boy began learning the things that would help him to be a useful member of his tribe. If he lived where there were lakes and rivers, one of the first things he learned was how to swim. Almost as soon as he learned to swim he took his first lessons in paddling a canoe. If the Indian boy belonged to an Indian tribe which owned horses, he learned to ride bareback almost as soon as he learned to walk.

Each Indian boy, as you know, had to become a good hunter. Very early in the boy's life his father taught him how to follow the trail of a deer, even when there was only a bent twig or a faint mark in the moss to show which way the animal had gone. The boy hunter spent a great deal of time practicing the calls of the wild animals. He learned to gobble like a wild turkey, hoot like an owl, give the bellow of a moose and the short, quick bark of the red fox. These tricks helped him to creep close to the game he wanted to shoot.

Becoming a warrior. As an Indian boy grew older, he went on long trips into the forest. He learned to notice little things, like the thickness of the moss on the north side of a tree. Such things kept him from getting lost in the woods. Quite early he learned how to make bows and arrow shafts. He learned how to fasten the flint arrowheads firmly to the shafts with stout buckskin strings.



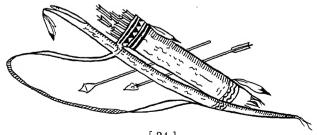
Each Indian boy learned from the men of the tribe many stories about old wars and battles. He heard tales of the brave deeds of the chiefs. Sometimes he listened to stories about the gods of the Indians and learned how the gods had often helped his tribe in winning a battle or in finding good hunting grounds.

Each story the boy heard made him more eager, we may be sure, to grow up, that he might show how brave he would be in battle. He was taught to do the things that were <u>supposed</u> to please the gods.

When an Indian boy had grown tall and strong and had learned all that his father knew about the woods and the wild animals, he was ready to be a warrior. If the Indian men thought that he would be brave and true in battle, he was allowed to go to the councils and sit among them. At last the growing boy had become a warrior of his tribe.

- 1. What do you think you would have liked best in the life of an Indian boy?
- 2. Make a list of the things an Indian boy learned. Begin like this:

He learned to shoot straight with bow and arrow.





BIG WARRIORS

The Indians did not have kings to rule over them. In each tribe were to be found several chiefs, or head men. Some of these chiefs were leaders in peace. Others led the fighting men when there was a war. But in most things the warriors did about as they pleased. They often gathered in meetings, or councils, to talk over important things.

Indian councils and Indian dances. The Indians liked to go to councils. Often the warriors sat in a great circle, each taking a puff on a great stone pipe that was passed

around. Any Indian who felt like making a speech could do so. Some of them could make good speeches. The words of Indians came slowly and seriously. The motions they made with their hands often told more than the words they used.

The Indian men enjoyed dancing. They had many different dances, some of which were the corn dance, the ghost dance, and the war dance. When the men took part in a dance, they wore the gayest clothing they had. Their moccasins were decorated with tiny shells or dyed porcupine spines. About their necks they wore strings of bears' claws. Some of them had bracelets on their wrists and rings of copper in their ears. Feathers of eagles and other birds were fastened in their hair. The warriors liked to grease and to paint their bodies and faces in many bright colors. Now and then the squaws had dances of their own.

The Indians and the white men. The white men in our early America saw a great deal of the Indians. Often, at first, the "palefaces" and their copper-hued neighbors lived near each other in peace. After a time the Indians no longer liked the white people.

Sometimes the early white settlers treated the Indians unfairly. The red men began to see, too, that their hunting grounds were being turned into farms by the white people. This, the Indians knew, would spoil the hunting.

All these things made the Indians angry, so they

started to fight with the settlers. After the wars began, most of the white people learned to hate and fear the red men. But there were kind white men in the settlements, and there were good Indians in the wigwam villages. Later stories in the book will tell about some of these fair and just white people and their Indian friends.

- 1. Tell what a meeting, or council, of the Indians was like.
- 2. The Indians of today enjoy their dancing. Have you ever seen an Indian dance? Tell the class about it.

A STORY OF INDIAN FRIENDSHIP

Many years ago an Indian by the name of Wauwatam (wô'-wà-tām') lived near the shore of a <u>lake</u>. When he was still a very young man, Wauwatam had a queer dream. He dreamed that some day he would take an Englishman to be his brother.

Many years passed by. It was a long time before Wauwatam even saw an Englishman. At last a few Englishmen came to the country of the Indians, but Wauwatam did not see even one that he wanted as a brother.

More years rolled by and then, one day, an English trader came to the fort near Wauwatam's wigwam. The minute the Indian saw this Englishman he knew that this was the man of his early dream. The trader's name was Henry. The white man and the Indian soon became acquainted, and their friendship grew.

O-kee-wah (ō-kē'wä), an old Indian woman, remembered a story her father had once told, just as his father had told it to him, so O-kee-wah said. A white man heard the story and wrote it. It is often called "The Legend of the Red Banks."

A very long time ago, O-kee-wah said, the Fox Indians and their friends, the Sacs (săks), lived on a high red bank above the water of a bay where there were many fish. Near the village was a field of corn tended by the squaws. Deer roamed in the woods beyond.

Across the green water of the bay lived another Indian tribe. The men in this tribe wished they had the village of the Sacs and Foxes, where the fishing and the hunting were so good, and where the corn grew so tall and green. They wanted to drive the Sacs and Foxes away and take the village and the field for themselves. But they were afraid to try it alone. So they sent fast runners with the friendship pipe to all the other Indian tribes far and near.

Soon many warriors paddled into the bay in their canoes. Together they joined in a great fight against the warriors at the red banks. The Sacs and the Foxes, with all the women and children and papooses, were hemmed in on the top of their red hill. They could not get away. They could not even get down to the shore of the bay for water. Soon they were hungry and thirsty. But they would not give up. The great fight went on day and night, day and night for many weeks.



One of the young warriors of the Foxes began to fast. He would not eat even the small bits of smoked fish that were his share. For ten days and ten nights he ate nothing. On the tenth night he had a dream. In his dream the warrior saw a tall figure all in white standing before him.

"Fear not," said the strange white being. "Fear not, for when the next night comes, I shall cast a deep sleep on all your enemies down below. At midnight they will all lie by their fires as though dead. Go down among them without fear, then, and hurry away to a place of safety." The white figure then vanished.

In the morning the Fox warrior told his friends about his dream. Many shook their heads with doubt as they again crept to the edge of the hill to keep back their enemies.

All that long summer day the battle raged. When night came the tired Foxes and Sacs could see their enemies dancing madly about a great post they had put up in the center of their camp. The dancing Indians were sure of victory on the next day.

But just at midnight the dancing stopped and the dancers dropped to earth and lay still. Soon there was not a sound anywhere. Then the Foxes and the Sacs crept down the hill. The warriors went first, then the women with their babies in their arms and the larger boys and girls clinging to their skirts. What if those sleeping warriors should wake up!

Moving as quietly as they could, and almost holding

their breaths, the Foxes and the Sacs crept softly past their sleeping enemies. Not one of them so much as stirred.

When daylight came once more, the Indians were in a safe place far away on the bank of a great river. And when their enemies awoke from their strange sleep and hurried up the hill to begin the fight again, not a single Sac or Fox was to be found on the red banks.

This is the story O-kee-wah told to the white stranger who later wrote it down.

- 1. Could you draw a picture that would help tell the "Legend of the Red Banks"? You could show the canoes drawn up out of the water, the high bank, and the warriors circling about it.
- 2. Why is this story called a legend? Do you know any other legends about the Indians?

I. Questions About Indians

- 1. Why were the buffaloes and the deer so useful to the red men?
 - 2. Why did the Indian mothers have so much work to do?
- 3. Why did the Indians often become enemies of the white men?
- 4. Have you ever read about the native people of Africa or Australia? Do they build their houses as the Indians built theirs? Can any of them make boats? Are their boats like the Indian canoes?
- 5. Why were the Indians who lived on the western plains glad to get horses?
 - 6. Why did the Indians need to be good hunters?

II. NEW WORDS

On your paper write the numbers 1–6. After each number write the word from the list which fits the phrase of that number.

bellow	council	disgrace	
mask	squaw	legend	

- 1. a cover or disguise for the face
- 2. a cause of shame
- 3. an Indian woman
- 4. a hollow loud noise
- 5. a meeting to give advice
- 6. a story from the past, not certainly true

III. THINGS TO DO

- 1. Find all the "Indian" words in this chapter. Write them carefully in a list.
- 2. Find pictures of Indians and of their tools and weapons. Put them in a scrapbook.
- 3. Find out what you can about the Indians today. Tell the class what you learn. Are any Indians still living in wigwams or tepees?
- 4. Wouldn't it be fun, now, to make an "Indian" book? You could plan an "Indian" cover for your book. You could put in pictures of Indian homes, boats, and bows and arrows. By looking about, you could find in newspapers or old calendars pictures of Indians. Some of the best of these could be cut out and pasted in your book. Then you could write in the book many of the interesting things you have learned about the Indians.

But armies and pirates and fires together could not destroy all of St. Augustine. Thousands of travelers now visit the little old city each year. They visit the stone gateway built by the Spaniards more than three hundred years ago. One old stone building was once the palace of the Spanish governors. Then there is the strong old fort, San Marco (sän mär'kō), which, it is said, the Spaniards were a hundred years in building. Now and then the visitors to St. Augustine stop to listen to the deep tones of a church bell. The old Spanish town has heard the tones of this very bell for two hundred fifty years.

Find the part in the story that helps you understand what these words mean.

pirates	fountain	island	
forts	peninsula	$\operatorname{captured}$	

A CAPTIVE AMONG THE INDIANS

A Spanish captain named Narvaez (när-vä'āth) decided to explore the coast of the Gulf of Mexico and search for riches. He and three hundred of his men went on shore to begin their search. With them was one of the king's officers, Cabeza de Vaca (kä-bā'thä dā vä'kä).

The ships in which Narvaez had reached the land were ordered to sail along the shore and there wait until the leader and his three hundred men came back. The captains of the ships waited for a time, then made a hasty hunt for Narvaez. When they failed to find him, they pulled up the <u>anchors</u> once more and sailed away to the West Indies.

The soldiers of Narvaez were worn and tired when they came out to the shore of the Gulf. They were almost without hope when they did not see the ships which were to take them away. But Narvaez soon set them to work building boats. In these they at last rowed away.

They followed along the shore hoping they could reach the settlements in far-away Mexico. They dared not go far from the shore in their small boats. At last they stopped on a marshy island. Winter came and one



through the lands that now make up the southwestern part of our country. But they could find only poor Indians living in their mud huts on the plains and in their cliff houses among the mountains.

One of Coronado's captains made a great discovery. He and his men came out one day on the very edge of the Grand Canyon of the Colorado River. They stared down into its awful depths and then went on. They were



hunting for gold, and they were not much interested in this wonderful canyon in the mountains.

After two <u>disappointing</u> years Coronado gave up. He led those that were left of his hungry and ragged followers back to the settlements in Mexico. It was a long time before the Spaniards built forts and towns in the country Coronado had explored in his search for gold.

Prepare to tell this story to another class. First, make a list of the things you want to mention. You might start with this: The news brought by Cabeza de Vaca.

TAMING WILD HORSES

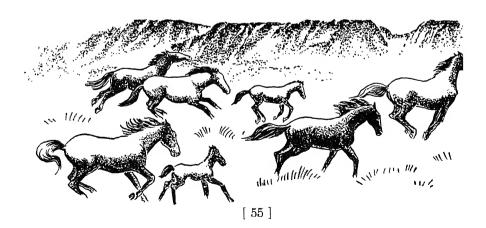
Coronado and his men hunted on horseback for the Seven Cities of Gold. Wherever they went, the Indians gazed on them with wonder. They had never before seen "palefaces." They wondered at the shining steel armor of the white warriors. Never before had they seen such keen, shining knives and swords as those carried by the strangers. And when the guns of the Spaniards roared, the red people fled in terror.



But the thing that surprised them most of all was the great, four-footed beasts that bore the Spanish soldiers wherever they wanted to go. None of the Indians had ever before seen a horse. Perhaps they even thought, at first, that horse and man were one.

After Coronado had given up his search and marched away to the south, the Indians made a discovery. In the mountain valleys they found animals just like those the Spaniards had ridden. Some of the horses of Coronado or of other Spaniards had run away and had begun to wander about where they pleased. They had almost become wild horses. When young colts were born, they grew up without ever knowing what it was to have a master. These were true wild horses.

Some of the Indians must have <u>remembered</u> how the white men had ridden rapidly about on the backs of their horses. The idea came to these Indians that if the strangers could stick on the backs of these animals,





they could do it, too. Very <u>patiently</u> they went to work, and after a while <u>succeeded</u> in capturing some of the wild horses. Then, after many bad falls, no doubt, they learned to ride them.

How happy the Indians of the great plains were to have horses! Now they could easily hunt the buffaloes and the deer. When they got ready to move their tepees, the horses could carry the heavy loads on their backs, or drag them behind on the travois. If the places where drinking water was to be had were many miles apart, the Indians no longer had to worry about it. Now they could travel great distances in a few hours.

Indian warriors living farther to the north heard



about the wonderful animals owned by the Indians near to Mexico. They were willing to trade almost anything they had for a horse. Not many years passed before most of the Indian tribes in all the western country owned herds of fine strong little horses.

1. How would you train a horse to let you ride on his back?

2. Why were the western Indians eager to tame the wild horses they found?

3. Match the words with the phrases that mean the same thing:

travois

a. steel covering worn by soldiers

palefaces

b. a young horse

armor colt c. white people

d. platform on poles pulled by horse

A FORT ON THE EDGE OF THE DESERT

The Spaniards in northern Mexico became interested in a great river which they had found. They named it the Rio Grande (rē'ō gran'da). When they marched upstream along the bank of this river, they found themselves in a new and strange country. They decided to make a settlement on the bank of the river. Soon a company of Spanish soldiers and a band of friars, or religious brothers, began laying out a town. They named it Santa Fe (săn't \dot{a} fā'). They built there a fort and a church.

Many Indians lived near the new Spanish town. The land was dry, but the Indians raised crops of corn on small fields where the soil was kept moist by means of





small ditches. The ditches led streams of water from the river to the fields. The Indians were skilled at making earthen pots, baskets, and blankets. Their houses, set close together and one above the other, were made of sun-dried clay.

The Indians had strange religious customs. The Spanish friars worked hard to get the Indians to become Christians. Soon there were ninety Indian villages in which the Christian church service was carried on.

But many of the Indians did not like the friars. They liked the Spanish soldiers still less. The Spaniards were often unkind to the simple red men. Indians were even made to pay a tax to support the Spanish soldiers.

At last a chief named Popé (pō-pē') decided that things had gone far enough. He talked with the other chiefs, and they all agreed to turn on the white strangers and try to drive them away. Popé then gathered a great many pieces of rope. In each piece of rope he tied ten knots. Then he sent a fast runner with one of the ropes to each chief of a village up and down the country.

"Untie one knot in your rope each day," began Popé's message to the chiefs. "When the last knot is untied, that is the day we rise against the white men."

The chiefs got quite close to the last knot. Then the Spanish soldiers learned what was going on, and the march, when it came, was no surprise to them.

When an army of the Indians came close to Santa Fe, they saw that the white people were ready for them. So they stopped and sent a messenger to the town with two crosses. One was white; the other red. The Indians agreed that if the Spaniards chose the white cross, they would go away without a battle. But if the Spaniards chose the red cross, that meant war. The white men chose the red cross and there was a great battle.

Many Indians and a number of the white men lost their lives in the war around Santa Fe. The white people were driven away from many of the Indian villages. When the war ended, the friars were able to go back to their work of making Christians of the red men.

One thing they noticed in all the villages: though the angry warriors had burned the churches and killed the

friars, they had put safely away all the sacred vessels and signs of the Christian Church. This made the friars feel sure that the Indians, in spite of all that had happened, were really touched by the message of Christianity which they had brought.

A.	Write the	words	that	would	complete	these	sentences:
----	-----------	-------	------	-------	----------	-------	------------

- 1. The Spaniards found a great, new river and named it _____.
- 2. The Indians living near the river had skill at making ____.
- 3. The white men helped the Indians by _____.
- 4. But they harmed them by ______
- B. Tell how the chief Popé made his "knotted rope" calendar.



I. SENTENCES TO FINISH

On another paper write the numbers 1-8. After each number write the words to complete the sentence of that number.

- 1. The city of St. Augustine is ____.
- 2. Cabeza de Vaca told the other Spaniards about _____
- 3. Ponce de Leon hunted in Florida for _____.

4.	When	they	reached	the	Colorado	River,	Coronado's
men	found		•			,	,,

- 5. The Indians believed that Cabeza de Vaca could _____.
- 6. Some of the Indians discovered that Coronado had left behind ____.
 - 7. On the Rio Grande the Spaniards began a town alled ____.
- 8. The friars were sure that the Indians liked the Christian religion, because _____.

II. THINGS TO DO

- 1. Find a picture of an old Spanish church in California or some other southwestern state.
- 2. Try to draw a picture of an Indian on horseback. Put a long spear in his hand.

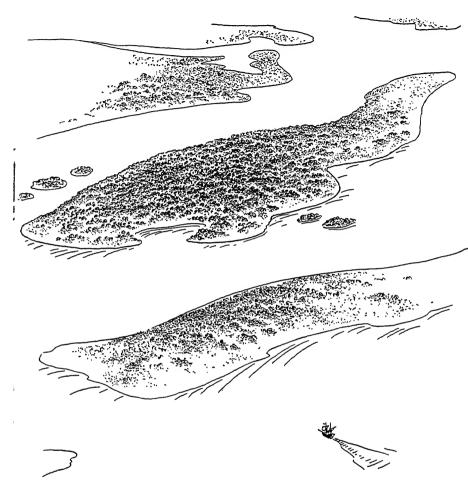


CHAPTER FIVE. STORIES ABOUT THE FIRST ENGLISH SETTLERS

SIR WALTER RALEIGH'S LOST COLONY

Sir Walter Raleigh (rô'lĭ) was one of the leaders in England. He had many friends. Even the queen, Elizabeth, gave him her friendship.

Sir Walter thought it would be a good thing if many



Englishmen went to America to begin homes for themselves. Queen Elizabeth told him he might start a colony in the new land. "And as I am called the virgin queen," said she, "the place where you start your colony shall be called 'Virginia', after me." That is how our state of Virginia got its name.

Virginia Dare. The first people Raleigh sent to [64]

America did not like their new home and soon sailed back to England. Then a larger band of settlers crossed the ocean and made new homes on Roanoke (rō'a-nōk) Island, near the coast of North Carolina. John White was the governor. John White's daughter was married to a man named Dare. On August 18, 1587, a baby girl was born in the Dare cabin. Her parents thought it a wonderful idea to name the small girl after the colony. Virginia Dare was the first English child born in America.

Croatoan. John White had to go back to England to get more supplies for his small settlement. When he had the supplies ready, he could not find a ship going to America. England was at war with Spain, so the ocean was unsafe for English ships. It was three years before the anxious governor was able to sail back to Roanoke Island.

When John White's ship came near to Roanoke, he expected to see his friends and his daughter and his granddaughter rushing down to the shore to meet him. But not a person was in sight. Not a shout of welcome came out to him. What had happened?

Mr. White and the men with him stepped ashore. They saw only ruins where the log cabins had stood. Deer bounded away through the openings between the partly-burned logs. Then one of the men saw something on a tree and called to Mr. White. What the man had found was a spot on a large tree where all the bark

had been cut away. Across this smooth place had been carved one word: Croatoan.

What did that one strange word mean? No one knew. Governor White hunted everywhere, but he could not find his lost colony. Others came and hunted, but they could not find it, either. Had the Indians carried the people away to a place called Croatoan? Were they all still alive in some Indian village? No one could find the answers to either of those questions. No one has the least clear idea, even today, what became of Sir Walter Raleigh's colony. And never again did Governor John



White see his daughter or his grandchild, Virginia Dare.

Find the part of the story which helps you understand who or what these were:

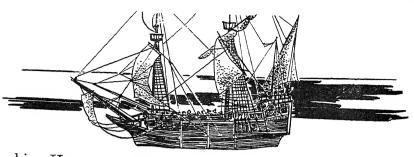
Roanoke Island The Virgin Queen Virginia Dare Croatoan John White

THE VIRGINIA SETTLERS AND THE INDIAN
PRINCESS

One spring day three English ships sailed into a broad bay on the coast of Virginia. A deep river flowed into the bay, and the ships went up the river until the men found what they thought was a good place to start a village. They named the deep river the James River. They called the village they started to build Jamestown. All this was done in honor of King James of England.

The end of a long voyage. The men were tired after their long voyage in the ships. The sunny open places between the trees, the green grass, and the flowers and birds they saw all about them made them very happy to be in their new home. One of the men wrote about what he saw. He said, "The faire meddowes and goodly tall Trees, with such fresh-waters runninge through the woods as I was almost ravished [overcome] at the first sight thereof." Maybe you won't like this man's spelling very well. But you can see how happy he was to be in Virginia.

Later on this man saw something else that pleased



him. He wrote, "We came into a plot of fine and beautiful strawberries, foure times bigger and better than ours in England."

Captain John Smith. The men at Jamestown soon forgot their first happiness. Many of them did not know how to do the rough, hard work needed in building forts and houses in the woods. Some of them were lazy and did not even try. Captain John Smith, one of the leaders, made a rule that said, "Those who will not work shall not eat." After that all the men worked better.

After a time numbers of the men became ill. Soon there were more sick and dying men in Jamestown than well ones. The food that had been brought from England in the ships began to give out. What was left was not fit to eat.

Captain Smith saw that something would have to be done. He took a few men with him in a boat and started away to visit the Indian villages. When he came to the villages, he traded the goods he had brought with him for some of the corn and beans raised by the Indians. In this way he kept the men at Jamestown from starving through the winter.



Pocahontas. The captain had many adventures as he wandered from village to village. At one time the great chief of all the red men, Powhatan (pou-hà-tăn'), held Smith as a prisoner. He got ready to have the white man put to death. Smith afterward told that the chief's young daughter, Pocahontas (pō-kà-hŏn'tàs), begged so hard for his life that Powhatan spared him.

Then one of Smith's men made the little Indian girl

a prisoner and took her to Jamestown. This made old Powhatan very angry, and he thought about starting a real war with the white men. But Pocahontas liked the white people at Jamestown. She liked living in a house instead of in a wigwam. And the "palefaces" liked the Indian girl. One young Englishman liked her so well that he asked her to marry him.

Of course, Chief Powhatan had to get over his anger when he heard the news. The wedding took place at Jamestown, and one of the uncles of the Indian princess was on hand to watch the wedding ceremony. From that time on the white people called Pocahontas Lady Rebecca.

After a few years good times came to the settlers in Virginia. Large farms were made along the banks of the wide rivers. The farmers raised tobacco and sold it for a good price in England.

A. Match the words with the sentences that tell about them.

- 1. Pocahontas
- a. He was an Indian chief.
- 2. John Smith
- b. A river and a town were named for him.
- 3. Powhatan
- c. He traded cheap goods to the Indians for corn.
- 4. King James I
- d. She came to be called Lady Rebecca.

B. Why did so many of the Jamestown settlers get sick and die during their first years in Virginia?

ON BOARD THE "MAYFLOWER"

A small ship called the "Mayflower" sailed toward the New World from England in the year 1620. At that time only a few white people were living in what is now our country. America was still a wild, rough land.

But the people on the "Mayflower" wanted to make homes for themselves in the new land. They were glad to leave their home country, England. They had not been treated kindly in England because their religion was different from that of most of the English people. They wanted to live in a place where they could go to their own church without being punished for it. In America, they believed, no one would care what church they attended.

The people on the "Mayflower" were the Pilgrims. They had a stormy voyage across the ocean. The ship was so small that the Pilgrims were crowded together in a gloomy place below the deck of the vessel. The people had with them their small trunks, rolls of bedding, bags of seeds they hoped to plant in the soil near their new homes, spinning wheels, tools, and guns. The most precious thing each family had was a Bible. The Pilgrims hardly had room to turn around in the damp, dark place where they had to stay.

It was almost winter time when the "Mayflower" brought the Pilgrims to America. Storms drove the small ship out of its course. When the Pilgrims at last



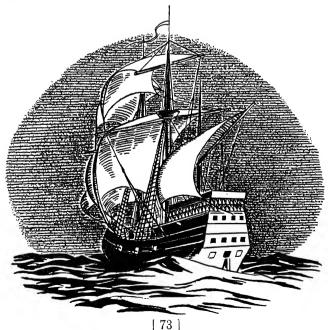
saw land, they were disappointed because it looked cold and snow lay on the ground. They had hoped to make their new homes where the weather was warm and pleasant. But they made up their minds to build their settlement somewhere on the stormy shore before them. The "Mayflower" came to anchor near the tip of what is now called Cape Cod.

Before the Pilgrims went on shore to find a good place for their town, the men all gathered in the cabin of the "Mayflower." Spread out on a table was a written paper. One by one the men signed the paper. The paper said that all who signed it agreed to obey the laws and rules made by the officers they elected to govern them. In this way the Pilgrims made a plan for governing themselves even before they began building their town.

In this story these sentences are used:

- 1. "The most precious thing each family had was a Bible."
- 2. "Storms drove the ship out of its course."
- 3. "The 'Mayflower' came to anchor."

What does each mean?

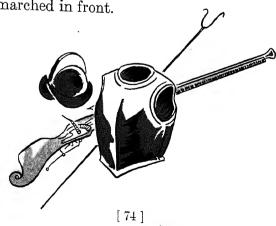


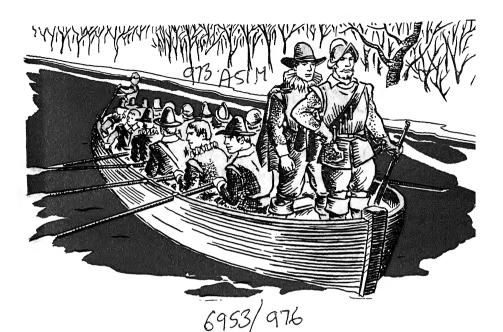
MILES STANDISH, THE SOLDIER OF PLYMOUTH

Cape Cod, where the Pilgrims first landed, was a sandy place where the wind blew a great deal. The Pilgrims did not want to build their town on Cape Cod. They wanted to find a place where the soil was rich and where there were large trees. They thought it would be pleasant to have a clear stream flowing through the land where they built their homes and made farms.

Bands of Pilgrims began hunting here and there for a good place to make a settlement. On these journeys the men carried their heavy guns. Some of them wore armor to shield them from the arrows or spears of the Indians.

Miles Standish was always the leader. He was a soldier. He was brave, but careful. He tried to guard the men with him from sudden dangers. Whenever the Pilgrims had to go through the woods, Miles Standish always marched in front.





One day eighteen of the men started away from the "Mayflower" in a large boat. Miles Standish was with them. They made a long search for a place to build the Pilgrim town. Once a storm drove the boat to the rocky shore of an island, where it was almost smashed in pieces. At another time, when the Pilgrims were looking about on the land, a band of Indians swarmed about them and tried to drive them away.

At last Miles Standish and his companions found a place that suited them. The land sloped up from a safe harbor. A part of the ground had been cleared, but 6 near by still stood many fine, large trees. A clear stream crossed the land and emptied its waters into the

[75] ASSOCIATION

Then the leader and his men returned to the "May-flower." The women and children and the other men waiting there were pleased over the news brought to them by Standish. They were tired of living cooped up on the ship.

The anchor of the "Mayflower" was soon drawn up, and the ship sailed across the water to the small harbor the men had found. All the Pilgrims hurried to the shore. They wanted to see the place where their new town was to be built.

The town-that-was-to-be received the name of Plymouth. A large rock where, it is said, the first of the Pilgrims set foot on the new land, has ever since been called Plymouth Rock. A fine monument stands there today.

In their new home, the Pilgrims were surrounded by many dangers. They were glad that Miles Standish, their brave soldier, was always at hand to help them meet these dangers.

Finish these "because" sentences.	
The Pilgrims left England because	
They did not want to build homes on Cape	C°
because	Cou
It was dangerous to go through the woods because _	
They built a settlement at Plymouth because _	
Δ.	





SQUANTO, THE GOOD INDIAN

How hard the Pilgrims worked to build their new town of Plymouth! One of the men wrote down the things that happened each day. Once he wrote:

"Saturday, the three-and-twentieth, so many of us as could went on shore, felled and carried timber to provide themselves with stuff for building." Farther on he wrote: "Monday, the five-and-twentieth, we went on shore, some to fell timber, some to saw, . . . and some to carry, so no man rested all that day."

First the Pilgrims built a fort and several log houses. As soon as a few houses were finished, the people left the "Mayflower" for the last time and moved into the new Plymouth houses. Two or three families lived in each house. So many persons were in each house that they had to sleep close together on the floor.

"Welcome, Englishmen!" Indians had once lived

where the new Pilgrim village stood. It was they who had cleared away some of the forest. But a disease had spread among the wigwams, taking the lives of many of the Indians. Those who had not died had moved away.

Miles Standish knew there were many Indians living at some distance from Plymouth. Fearing these Indians might come to fight the people at Plymouth, he kept a careful watch for them. Standish had learned that some white fishermen had once treated these Indians badly, and he thought the red warriors might want to get even with the white people.

One spring morning the Pilgrims were frightened to see a tall Indian come walking down the rough little street of Plymouth. He held one hand high, palm out, to show that he came as a friend. In a deep, odd voice he cried, "Welcome, Englishmen!" The people were surprised enough to see the red man walking toward them. They were even more surprised to hear him speak to them in their own tongue.

In a few minutes the Pilgrims were all gathered around their visitor. He told them his name was Samoset. He made the white people understand that he had learned the few English words he knew from the fishermen who visited the coast.

The settlers were glad to learn that not all the Indians were their enemies. When Samoset went away, he promised to send to Plymouth an Indian who could speak English much better than he could.



The red friend of the Pilgrims. Not long after Samoset's visit another Indian came to Plymouth. The second Indian's name was Squanto. Squanto, so the Pilgrims learned, had been carried away by the captain of one of the fishing ships. But this had turned out to be a piece of good luck for Squanto. It was while he was far away that the great sickness had visited the land. When Squanto returned to his village, he found that all his friends were dead.

Squanto soon made friends with the Pilgrims. The white people learned to trust him. He taught them many things about the woods and the wild animals,

and about the other Indians. He told them to plant their corn "when the leaves of the oaks are as big as a squirrel's ear." He showed them how to bury a dead fish in each hill of corn to make the stalks grow tall and strong. Squanto was a kind, gentle Indian. He helped to make Plymouth a happy little town. To the end of his days this good Indian made his home among the Pilgrims.

THE NEIGHBORS OF THE PILGRIMS

The beginnings of Boston. Soon the Pilgrims had neighbors north of them along the shore of the ocean. The newcomers were Puritans. They had come from England to begin a town which grew into the great city of Boston. The Puritans wanted to have a church of their own. In a man named John Winthrop the Puritans had a fine leader.

A winter in a wigwam. There were many churches and many ministers in Boston and in the nearby towns. One of them was Roger Williams. When he stood up in his pulpit on Sunday mornings, he said things that the other Puritans did not like. He said that each man ought to do as he liked about going to church. He said that the Indians were the real owners of the land. He thought the white men ought to pay for all the land they took from the Indians here in America.

"This man has windmills in his head!" cried one angry Puritan. Roger Williams had to run away into

the woods. He traveled through the deep snow until he came to an Indian village. The chief had the hungry minister fed, and allowed him to live in one of the wigwams. The chief was pleased when he found that the white man whom he had taken in had learned to speak the red man's tongue.

The beginnings of Rhode Island. Other men from among the Puritans came to join Roger Williams at the Indian village. They made up their minds to start a new settlement. The chief gave them lands in the hunting-grounds of the Indian tribe. The new town begun by the white men was named Providence. Other small towns were soon begun. All of them together grew into our small state of Rhode Island.



I. RED MEN AND WHITE

A number of our stories have had something to say about the Indians. Now that you have read them, do you think the Indians really wanted to be friends with the first white people in America? When the red men were not friendly, did they often have a good reason? You and your classmates can have quite a debate about these matters.

II. Missing Words

On your paper write the numbers 1-10. After each number write the words to complete the sentence of that number.

1.	The man who kept the early Virginians from starv-
ຄ	ing was
۷.	Two Indian friends of the Pilgrims were and
2	
ა.	began a new town in Rhode Island called
1	The world ((C)
Τ.	The word "Croatoan" was cut into the bark of a
=	tree at It was a message for
Э.	A brave soldier at Plymouth was
6.	The ship brought the across the ocean
	from to
7.	Not many Indians lived near Plymouth because
_	
8.	— was the chief of the Indians in Virginia. The
	name of his daughter was
9.	Roger Williams believed that
10.	The Indians were kind to, and to; but
	they were not so friendly to, but

III. BECAUSE

Write the numbers 1–3 on your paper. After each number write a good ending for the sentence which has that number.

1.	Son	ne of	the	Puri	itans	were	ang	ry wi	th	Roger	Williams
	bec	ause									
2.	He	ran	awa	y to	$_{ m the}$	India	ns b	ecau	ıse		

3. The Indian chief liked Williams because _____.

IV. Choosing the Right Ending

Write the numbers 1-4 on your paper. After each number write the best ending for the sentence which has that number.

1. Ships like the "Mayflower" crossed the ocean by means of

oars.

sails to catch the wind.

steam.

- 2. Sir Walter Raleigh was
 - a settler at Jamestown.
 - a man who made friends with the Indians.
 - a friend of Queen Elizabeth.
- 3. The settlers at Jamestown had a hard time because they did not have enough food.

 they did not have any amusements.

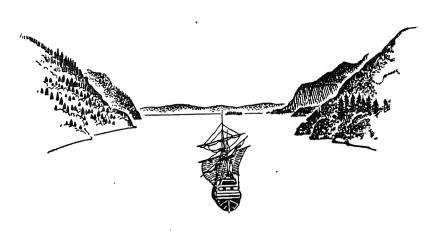
 Captain John Smith was cruel to them.
- 4. The Pilgrims made a settlement at

Jamestown.

Plymouth.

Boston.





CHAPTER SIX. MORE HOME-SEEKERS COME TO AMERICA

DUTCHMEN AND FRENCHMEN BEGIN TOWNS IN AMERICA

The little "Half Moon" sailed across the Atlantic Ocean. At its masthead waved the flag of Holland. On its deck, as captain, stood Henry Hudson.

The "Half Moon" sailed into a deep, safe bay. Into this bay, from the north, flowed a beautiful river. Hudson sailed his ship up the river between high, rocky banks. He named the river the Hudson River. When he went back to Holland, he told the Dutch people that he had found the most beautiful land he had ever seen.

The Dutch merchants had many ships. They thought the banks of the river their captain had found would be a good place for trade with the Indians. Soon the Dutch traders came to the Hudson River. There they opened their packs of trade goods. The Indians were pleased with the wonderful kettles, red blankets, cubes of red paint, beads, knives, and hatchets that came from the packs. The Dutch merchants traded their goods for hundreds of rich, soft beaver and mink and otter skins.

Peter Minuit's island. Near the mouth of the river lay a long, narrow island. Here the Dutch built a fort. Peter Minuit (mĭn'ū-ĭt), the Dutch leader, paid the Indians for this island. He gave them some of his gayest blankets and his shiniest knives. It is said that the goods he offered were worth twenty-four dollars. The red men took the goods and gave Minuit the island. That was surely not a high price for a whole island!

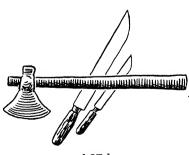
The Dutch named their new island Manhattan Island. It is the island on which stands today the greatest of the cities of the New World, New York City. How much do you think the island is worth today?

The French town on the cliff. Samuel de Champlain (shăm-plān'), when he was a boy, wanted to be a sailor. As soon as he was old enough, he started to work on a small ship that sailed from town to town on the coast of France. After a while he became one of the trusted leaders of the king of France. The king sent Champlain to start a French town in the New World.

Champlain's ships sailed up the great St. Lawrence River. On the north bank of this stream he found a stony point high above the waters of the St. Lawrence. Here he built his fort. Its walls were high and thick. Near the fort were built a number of log houses. Champlain named his new town Quebec (kwē-běk').

Champlain made friends with the nearby Indians. With them he went on long canoe journeys. To the south he found a long, beautiful lake and named it Lake Champlain. He journeyed far to the west and found the waters of Lake Huron. The Indians came down the rivers to Quebec to visit Champlain. They brought bales and bales of rich furs. The Frenchmen who came to live near the St. Lawrence River carried on a good trade with all the Indians who lived along the river and the lakes. Champlain came to be called "The Father of New France."

- 1. What things were the Indians eager to obtain from the white men?
 - 2. What did the Indians have that the white men wanted?
- 3. Look at a map of the state of New York. Find Manhattan Island. Find the Hudson River and Long Island.
- 4. How do you think you would treat people like the Indians in order to be good friends with them?
- 5. Why not try to draw a picture of Champlain in a canoe going up a river on one of his long journeys?



THE WISE QUAKER, WILLIAM PENN

People with queer ideas. In England lived numbers of people who wanted to have peace everywhere in the world. They did not believe in fighting. They believed it was wrong and wicked for nations to go to war with each other. These people banded themselves together in a new church, calling themselves "Friends." Other people called them "Quakers."

The Quakers had other ideas that were thought queer and that got them into trouble. To them it seemed wrong to spend money for costly and beautiful churches with tall steeples. God would be better pleased, thought the Quakers, if Christians met in plain little rooms and carried on church services in a simple way. In the minds of the Quakers it was clear that one person was as good as another in the sight of God. Each Quaker felt that he was the equal of every other person. None of the Quakers would take off his hat before the nobles or before the king himself.

Of course, the leaders in the fine churches and many of the great lords of the country did not like the Quakers. The Quakers received such bad treatment that they were eager to leave England to find a home where they would be at peace.

A rich young Quaker and his plans. At this time there was a boy in the great English school of Oxford by the name of William Penn. He wore fine clothes and had

plenty of money. But when he heard the teachings of the Quakers, he decided that he would be a Quaker, too. His family and his friends thought that William must be crazy even to think of joining the poor, badly-treated Quakers. But join them he did.

Now Penn's father had been a famous leader in the navy of England. He had been a rich man, and when the king had needed money Penn had lent him a large sum. The money had not been paid back.

Young William got to thinking about this old debt to his father. At last he went to the king and offered to take land in America in payment of the debt. The king was delighted. He had more acres of land in America than he had gold pounds in his treasury. The king's clerks unrolled the maps of America, and on one of them they marked out a great piece of land. Across this part of the map one of them wrote, "Pennsylvania," which meant "Penn's Woods." Young William Penn suddenly found himself the owner and ruler of millions of acres of wild land across the sea in America.

Maybe you can guess what William Penn wanted to do with all that land. Yes, he wanted to start a great settlement in America. He wanted to make a safe home in America for the unhappy Quakers in England and in the rest of Europe. He hoped that poor workers and their families from every land would come to Pennsylvania to get a new start in life.

Penn and the Indians. Soon people began to cross the

Atlantic Ocean to Penn's colony. After a few years Penn himself crossed the sea to visit the new settlements in Pennsylvania. The ship he sailed in was called the "Welcome." It was a good name for the vessel, for the settlers gave their leader a glad welcome when his ship sailed up the Delaware River.



Penn wanted the Indians to be friendly to the people of Pennsylvania. Word was sent to the chiefs of the Indian tribes inviting them to pay a visit to the white leader. When they came, they found Penn waiting for them with presents of blankets, shoes, stockings, and kettles. The red chiefs liked the gifts, and they liked

the simple, kindly Quaker. After this Penn showed the Indians a writing which, he said, was a promise by both the white people and the red people to live together in peace. The Indians were pleased with the promise, or treaty, and made their marks on it to show that they would forever remain at peace with William Penn's people.

Before they went back to their villages, the chiefs gave William Penn a belt on which were the figures of two men holding hands.

The city of brotherly love. On the banks of the Delaware River Penn laid out a new town and named it Philadelphia, "the city of brotherly love." The blocks between the streets were square, like the squares in a checkerboard. Penn planned to have trees to shade the streets and to have room for wide lawns about the houses.

After this, well pleased with his new colony, William Penn returned to England. The great city of Philadelphia is today often called "The Quaker City."

- 1. What were some of the beliefs of the Quakers?
- 2. Which words describe William Penn?

good	selfish	modest
kind	friendly	wise
peaceful	religious	wealthy
	$\operatorname{foolish}$	

3. Why did Penn wish to start a settlement in America?

More Ships and More People for America

Lord Baltimore's colony of Maryland. Many years ago the Catholic people in England were not well treated. So Lord Baltimore, one of the leading Catholics, got a piece of land in America for a settlement. Soon his ships, carrying three hundred people, sailed into broad Chesapeake Bay. Near a small river the settlers found land which had been cleared of trees by the Indians. It seemed a good place to start a new town, so the white men bought the land from the Indians and began to build a church and a number of log houses.

The red men and their white neighbors got on well



together. The Indians taught the white women how to make bread from corn. Some of the white men went hunting in the woods with their Indian friends.

In a few years many small farms, and a few great ones, or plantations, lay in all directions about the small town. This was the beginning of our state of Maryland.

A fresh start for people in debt. People used to have strange ideas about debts. If a man owed money, and could not pay his debt when it was due, he was thought to be a wicked person. Perhaps he had had a good reason for borrowing the money. Sickness, or being out of work, may have been the reason why he could not pay the debt. That made no difference; he was a wicked person, just the same. He could be put in prison for his debt. Does that not seem a foolish thing to do with a man who owes a debt? How could he ever get it paid if he was to be kept in a prison?

James Oglethorpe's idea. James Oglethorpe asked the English king for land in America where he could start a colony. The king gave him land in what is now the state of Georgia. Then the kind Englishman was allowed to take debtors from the prisons if they would agree to go to Georgia and there make their homes. Each settler was to be given a small farm, a house, a garden plot, seeds for planting, a cow; and a pig. Soon the first ship load of poor people arrived.

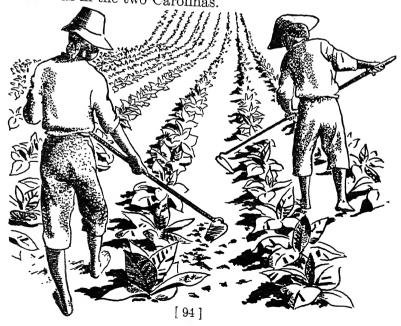
James Oglethorpe began a new town in his cold

He laid out the city in squares, with plenty of room about each home for trees and gardens. The new city was named Savannah (sa-văn'a).

NEW SOUTHERN FARMS AND FARM CROPS

Can you find North Carolina and South Carolina on a map? The word Carolina comes from the name of one of England's kings, Charles II. Charles is written "Carolus" in Latin, and from Carolus comes Carolina.

Raising tobacco. When settlers came to live in North Carolina or South Carolina, they nearly always became farmers. One of the crops they raised on their farms was tobacco. Tobacco grew well in Virginia and Maryland, as well as in the two Carolinas.



a ising a good crop of tobacco is hard work. Tobacco s are so tiny that they have first to be planted in II seed beds of earth mixed with wood ashes. When young tobacco plants are a few inches high they taken to the fields and there set out in rows. In y times this work was all done by hand. Worms re tobacco plants. Years ago the farmers sometimes flocks of turkeys go through the tobacco fields to and eat the worms.

When the tobacco plants are quite tall, the tops are off. The plant then spreads and sends out larger was. After the leaves begin to turn yellow, the plant off near the ground and placed with others on a k to dry. Later the leaves are stripped from the lks and sorted. In the times your book tells about, tobacco leaves were packed in great barrels ready be shipped to England. There was so much work on early tobacco farms that the farmers needed a great all of help.

Eliza Lucas and her indigo farm. Perhaps you never and of an indigo farm, but a little girl, Eliza Lucas, do one. Eliza moved to the new colony of South prolina with her father and her invalid mother. They elled their farm, or plantation, "Wappoo." Soon iza's father was called away to be a soldier of Engand. From one of the islands where he went he gathered and sent to Eliza some indigo plants.

No one had before tried to raise indigo plants in the

colonies. But Eliza set out the plants, and they grew and became tall and strong. When Eliza's father heard about this, he sent a man who knew how to make the dye, indigo, from the plants. This man cut the plants and began steeping them in water, at the same time beating them with a stick. As the plants slowly decayed, a deep violet color spread through the water. After the colored water had been treated and allowed to settle, it became a true indigo in color and made a very good dye.

The cloth makers in England were glad to learn that indigo could be made in one of England's colonies. A law was passed in England which said that anyone who would raise indigo plants was to have a special reward. In a few years great numbers of farmers had fields of indigo plants, and the making of indigo became an important industry. The young girl, Eliza Lucas, helped to start the making of indigo in the colony of South Carolina.

Rice farms. Some of the southern rivers had great swamps near them. One of the settlers sent to an island near Africa for some rice. This he planted in one of the swamps. The rice plants grew and gave a good crop. Soon large fields of rice were to be seen growing in the low, wet lands of South Carolina.

The swamps were often hot as well as wet. White men became sick working in such places. It was found that the colored people stood this work better than the white

settlers. It was not long before large numbers of Negro slaves from Africa were busy at the work of tending the fields of rice.

I. MATCHING

On another piece of paper write the numbers 1–9. After each number write the letter which stands for the sentence which tells about the man or woman of that number. Number 1 matches c.

1. Squanto

- a. He believed in religious freedom.
- 2. William Penn
- b. He traded cheap jewelry and toys for an island.
- 3. Miles Standish
- He was an Indian who helped the Pilgrims.
- 4. Peter Minuit
- d. He came to America in a ship called the "Welcome."
- 5. Pocahontas
- e. He searched for a fountain of youth.
- 6. Eliza Lucas
- f. She was an Indian friend of the settlers in Virginia.
- 7. Ponce de Leon
- g. This little settler got some of the farmers to raise a new crop.
- 8. Samuel de Champlain
- h. This soldier protected some settlers.
- 9. Roger Williams
- i. He began a town on a great northern river.

II. WHICH?

On your paper make three columns with

[97]

盛

"Rice," "Tobacco," and "Indigo." Under each heading write the phrases which tell about that thing.

made into dye grew in swamps seed mixed with wood ashes steeped in water tops of plant cut off a little girl first planted it

III. MAP STUDY

On the wall map in your classroom, point out the countries in Europe from which people came to settle in America. Or you might write the names of those countries on an outline map.

IV. NEW WORDS

On your paper write the numbers 1-9. After each number write the word from the list which fits the phrase of that number.

bale cube indigo swamp steeple bay debtor journey treaty

- 1. an arm of the sea where the shore curves
- 2. a solid having six square sides
- 3. a trip from one place to another
- 4. a large, closely pressed package
- 5. one who owes something
- 6. an agreement between nations
- 7. a plant from which dye is made
- 8. wet, marshy land
- 9. a high tower above a church roof



III. EVERYDAY LIFE IN LONG-AGO AMERICA

CHAPTER SEVEN. THE BOYS AND GIRLS OF EARLY TIMES

SCHOOL DAYS

Do you suppose there were boys and girls among the groups of people who came to early America to make their homes? Of course there were. There were boys and girls on the "Mayflower." Children were on the ships that entered Boston Harbor, and on those that brought settlers to Pennsylvania, and to Maryland, and to the other southern colonies. What do you suppose they thought when they saw the strange, new shores before them? We wonder whether they were frightened when they saw their first Indians.

The parents of the colonial children were much like your parents. As soon as they had their houses built and were settled in their new homes, they began to think about schools and education for their children.



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Very soon, many of the children, especially those in Puritan and Pilgrim homes, were in school studying.

Going to school. Maybe we should say the boys were in school. No one cared much in those days whether girls went to school or not. People thought that if girls learned to cook and to sew, that was education enough.

Let us look in on one of the schools where the boys studied their lessons. There, in one end of the room, is a big fireplace. The logs for the fire were brought to the school house by the father of one of the boys. If he didn't bring the wood when his turn came, his boy could not go to school any more—or would be placed by the master on the bench farthest from the fire.

Studying lessons. The boys sit on benches facing the log wall of the school room. A wide board serves as a desk. We cannot see any maps or blackboards on the walls. The boys are writing on scraps of coarse paper. They are writing with ink, using a goose feather pen.

Perhaps the queerest thing about this school is that there are so few books. The "book" the smallest boys are using is not a real book at all, even though it is called a "horn book." It is only a strip of board about as wide as your hand. On the wood is fastened a piece of paper with the alphabet and syllables and words on it. Over the paper is a thin piece of horn. The boys can see the print through the horn. And do you see that hole through the handle of the horn book? When the boys go home they will put a string through this hole



and then around their necks. This will keep them from losing their "books." Do you wish you could carry your books on a string? But the older boys are studying a real book. It has in it only about eighty pages, and so is much smaller than your books. This little book is called the New England Primer. In it are lists of words, some prayers to learn, and some funny little poems.

Compare the schools of long ago with the one you attend. Why not make a chart? Begin this way:

The schools of My school long ago the schoolhouse made of logs made of brick [102]

LITTLE LADIES AND GENTLEMEN OF THE SOUTH

The boys and girls who grew up in the fine homes on the great southern farms, or plantations, must have had an interesting time. If we could have visited one of these homes—in Virginia, let us say—we should have found the big house surrounded with wide lawns and well-kept trees and bushes. Near by flows a deep river.

If there is a boy in the family, we are likely to see him dashing along on a little pony, for all the young gentlemen of the South wanted to be good riders. In his little, long coat, his brightly-colored breeches, his silk hose, and his buckled shoes, he looks very much like a small copy of his father. Riding just behind him we see a small colored boy, whose duty it is to go with his young master wherever the white boy goes.

Later in the day we may see this small southern gentleman studying his lessons. But he will not be in a school with other children. He will be all by himself, or with only his brothers, in a quiet corner of the plantation home. His teacher lives in the house, too. He has been hired to stay there to teach the young master how to read and write and keep accounts.

If there are girls in the fine home, they, too, will have lessons to study. They will learn the things that will help to make them ladies when they grow up. Some of their school hours will be given to music and dancing. In the evenings, or when there is company, they will put on dainty dresses that reach to their toes.

i

If our visit happens to be on Sunday, we shall see the planter and his family starting away to church. They have a long way to go. Mother and the smaller children will be seated in a carriage drawn by four horses. A Negro, dressed in a gay uniform, will sit in the driver's seat holding the reins and a long whip. Father and the older boys of the family will be riding on horseback beside the carriage.

Perhaps the most fun the little masters and mistresses have comes when they are free to play with the little colored boys and girls. Back of the big house stand rows of small cabins. In these cabins live the families of Negro slaves. The older colored people work on the great farm, or help about the plantation home. The small black boys and girls play about the small houses. They are pleased to have the white children come to play with them. There are so many servants to do the work that the small ladies and gentlemen in the plantation homes must find their lives easy and pleasant. Of course there were poor children in the southern colonies who did not lead such fine lives.

Perhaps you can find, at home or in the library, stories of plantation children of long ago. Look at the pictures in the story books. Find as many ways as you can in which the clothing differed from the clothing you wear. Why do you like your clothing better?

THE LONGEST DAY IN THE WEEK

Will you make believe that you are a Puritan boy or girl of Boston, or Salem, or some other Puritan of the long ago? It is Saturday afternoon. Mother is hurrying about, baking and cooking meat. She needs your help, too. She wants you to help her get the house all spick and span, if you are a girl. And, if you are a boy, she expects you to keep the fireplace well filled with logs, with another great pile of logs laid by for more roaring fires. But why all this hurry on Saturday afternoon?

Puritan fathers and mothers wanted Sunday to be a day when only church matters took up their time. They thought it wrong to play or to do any work on Sunday. So the housekeepers hurried all day Saturday to prepare the food the family would need until Monday morning.

Not so very long after you waken on Sunday morning you will be reminded of what day it is. You will hear the ringing of a bell or, perhaps, a loud blast from a horn. Or, if there is neither a bell nor a horn in the church in your town, you may hear the thundering roll of a drum. No matter which, it tells you you must get up and get ready for church.

Soon you and your father and mother, and all your brothers and sisters, are hurrying along the village street in the direction of the church. When you get to the church door, your father goes to sit on a bench at



one side of the church room. All the men are there. Mother and the girls take seats with the other women and girls on the other side. And you, if you are a boy, will be put with all the other boys in a gallery.

This is a winter morning. Very soon you begin to notice something. It is almost colder in the church than it was outside. You can't see a sign of a stove or fire-place. Now you understand why your mother, before she left home, filled a little iron box with live coals from the fireplace and brought it along. She knows very well how cold her feet would get without her foot warmer.

Now the church service begins. There is no choir and

no organ, but all the people sing very slowly the verses of the old songs they know. You can see that your father and mother and all the other people have great respect for the preacher who now leads them in prayer. The prayer is long—longer than any you ever heard before. It may last an hour. When the prayer is finished, the preacher begins his sermon. You are tired and very cold by this time. But if you are a good little Puritan you will sit very quiet and try not to show how you feel. Besides, there is a man with a long stick who may get after you if you fall asleep or move about too much.

The sermon may last two hours. After that is over, you all go quietly outside and tramp away to your homes. As likely as not you will be told, after dinner, that there is to be another sermon in the afternoon.

Choose the right word from the list for each sentence. choir church gallery Saturday

- 1. The Puritan mother did her Sunday baking on _____.
- 2. Sometimes a drum was used to call people to ____.
- 3. At church boys sat in the ____.
- 4. There was no ____ to sing in the church.

How Colonial Children Played

Boys and girls of colonial times had more work to do around home than you have. And when older persons were there, the children were supposed to be as quiet as so many mice. But of course children are just bound to play, no matter how they live.



Perhaps it will surprise you to learn that colonial boys and girls knew more little games than you do. And they played them oftener. Most of the games were the ones their grandfathers and grandmothers had played when they were children in England or Holland or some other old homeland across the sea. Some of the games must have been a thousand years old before they reached America.

Little girls, of course, had dolls. Some of these were wooden dolls, and had been cut out of a piece of soft pine wood. Some of the little girls used birch bark to make clothes for their dolls. Many dolls came to

America from countries in Europe. Hundreds and hundreds of dolls made in Holland crossed the ocean in ships and at last found themselves in the arms of little colonial girls.

The children of early America liked to roll hoops and to spin tops. Most of the hoops and tops were homemade. The boys in those times, like many boys today, longed to own a good, sharp knife. Boys who had knives often could cut out good toys. They made willow whistles, pop-guns, windmills, and bows and arrows. Some of the boys used their fathers' tools to make hobby horses.

The girls, especially, knew many singing games. Here are four they liked:

Ring around a rosy
Here come three lords out of Spain
The needle's eye
London Bridge is falling down

How many of these do you know? Did you ever play them, and sing the words?

Other games that small boys and girls played together were hopscotch, stone tag, and wood tag. Cat's cradle was a quiet little game for two, and was best suited to be played indoors on a winter evening.

Just as boys often do today, the boys of long ago flew kites on the first windy spring day. Their marble games were almost like yours. They played ball with a soft, home-made ball and enjoyed such games as leapfrog as much as you boys do.

The Dutch boys and girls who came to America brought with them their skates. The skates had wooden tops and iron blades. The winter sport of skating soon spread from the Dutch settlements to the towns and villages of their English neighbors. One colonist tells us that when he was a boy he wanted to own a pair of skates but had no money with which to buy them. So he made his skates. For blades he used two beef bones.

Do you think that colonial boys and girls had good times, even though their games were simple and their toys often home-made?

- 1. List the games mentioned in this story that you play today.
- 2. Would it be fun to learn about the dolls of the small girls of other countries? The teacher in the library will help you to find books that will tell about the dolls of other lands.
- 3. Did any of you boys ever cut a toy out of wood? Tell about it.
- 4. Ask your fathers and mothers—or, still better, your grandfathers and grandmothers—about the games they played. How many of them do you play?

A WINTER EVENING BY THE FIREPLACE

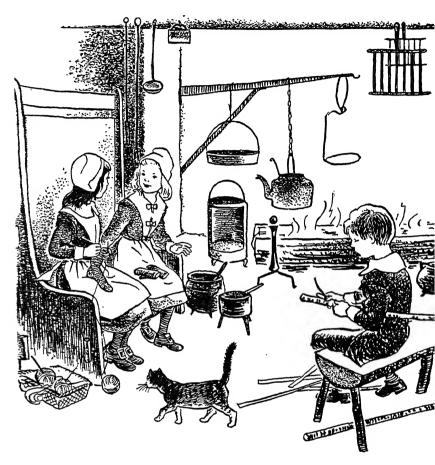
Shall we use this cold winter evening to make a visit to the home of a long-ago American family? Here we are, then, after a long walk between high snow banks.

The big fireplace. The first thing we notice in the roomy kitchen is the fireplace. It almost fills one end of the room. Near the roaring fire are the father and mother and all the children we have come to visit. Look at the pictures on pages 112 and 113 and see how busy they all are. We are given a seat on a bench close to the fire. When we bend over a little, we can watch the sparks as they go soaring up the wide chimney.

Hanging on chains in the fireplace are big kettles. Perched on their long legs at one side of the fire are smaller iron pots, and a number of "trivets," or three-legged iron stools. On these the food in the kettles is heated just before meal time. Leaning in a corner of the fireplace are some forks with very long handles. These are toasting forks. Why are the handles so very long?

Busy hands. What are the little girls doing? What is mother doing? Father seems to be making a pair of heavy shoes. But you can never guess what the boy in the middle of the picture is making. He is making an "Indian broom"! With his knife he is splitting one end of a straight piece of birch wood into fine slivers. With this queer broom his mother will sweep the floor tomorrow morning.

The blaze in the fireplace gives us almost all the light we need. There is also a candle in a holder on the wall. In some homes a lamp which burned whale oil was used. It was somewhat like a flat bowl and had no chimney. It was called a "Betty lamp."



And now to bed. After a good visit we start for how over the "crunchy" snow. Then this long-ago families gets ready for bed. First of all, father covers the first oals in the warming pan, hurries to the beds, as passes the pan up and down and all around between the icy-cold blankets, to take away a little of the cold Next, a great oak bar is set in place against the does.



and one by one the candles are "snuffed." Now the members of the family scamper from the warm kitchen to their beds for a long night's sleep.

What did the early settlers use for-

light brooms
heat chairs
dishes locks

[113]

Talking with the Fishermen

Many of the colonial boys and girls lived in villages right on the shore of the ocean. Almost every safe, deep harbor had a village on it. At times the waters of the harbors were almost covered with boats and small ships. These were the fishing vessels, and they belonged to the fathers and older brothers of the village children. Nearly every family in such a village made its living from the fishing.

"School, o-oh!" This sounds like a call to hurry to school, but it is not. It was the shout of a mackerel fisherman when he saw a "school" of mackerel. When this call sounded, the great nets were let down from the boats, spread out, and then lifted. If the fishermen were lucky, their nets would contain hundreds and hundreds of mackerel.

Cod, herring, and other fish were also captured with nets and hooks by the colonial fishermen. After the fish had been cleaned, they were dried and salted in sheds along the shore. After a time the fish were taken to markets in Europe or in the West Indies.

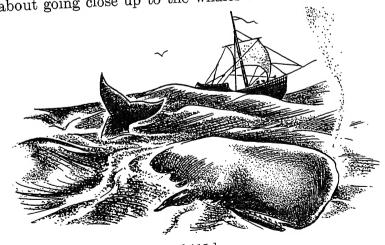
How happy the children were when the fishing boats came back to the harbor after their long voyages on the stormy ocean! We may be pretty sure they beat every one else in the village in the race to the wharves to greet the coming boats. There they met fathers and brothers home from the sea, looked at the cargoes of fish, and

watched the fishermen as they wound their nets on great reels to dry.

Catching whales. Back to some of the little fishing towns came the whalers. The men who went away on voyages to capture whales were called whalers, of course. The stout ships they went in were called whalers, too. Every boy in the village felt proud if he could say that his father or a brother was a whaler.

In very early times the great whales came close to the shore where the settlers lived. Sometimes, even, they were washed up on the shore by the waves and could not get away. But in later colonial days hunting whales was likely to take the whalers on voyages of many thousands of miles.

When they came home with their ships filled with barrels of whale oil, they had wonderful stories to tell about going close up to the whales in small boats and



driving their spears deep into the sides of the monsters. Often a wounded whale would tow a boat miles and miles through the sea before it gave up. Almost every boy hoped that he would sometime be brave and cool enough to become a whaler.

WORK THAT WAS PLAY

Most of the early settlers in the new America were poor people who had to work hard for a living. There were many tasks for the children as well as for their fathers and mothers. On the farms there were the chickens, pigs, and calves to feed and the cows to milk. The boys with their hoes could keep the weeds out of the patches of corn and potatoes. When the wheat and oats were cut in the fields, one of the tasks of the larger boys was to bind the grain into bundles.

In the village homes there was always wood to carry in to the fireplaces, and water to bring from the wells. Even small girls, in most colonial homes, helped clean and card wool, stirred the big kettle when soap was being made, helped dip candles, and aided their mothers in the many ways girls help their mothers today.

It doesn't seem likely that the boys and girls of long ago liked their steady round of tasks any better than you do. But then, they did other helpful things that must have been fun for them.

In the summer time wild berries were to be gathered. Among the stumps in the fields wild strawberries could

be found. In the brushy places the children found raspberries, and sometimes, in the swamps, they gathered the red cranberries. How pleased the mothers must have been to have the children come home from their berry picking with their wooden pails filled with wild berries!

Cool October evenings brought the corn huskings. The young people gathered on the floor of a barn and there husked the yellow ears of corn. This was useful work, too, and the boys and girls of long ago made a game of it.

On many of the small northern farms stood fine groves of maple trees. The farmers did not cut down these trees, for the maple sap could be gathered in the early spring and boiled until it became maple syrup or maple sugar. The children were always on hand when the owner of the grove "sugared off," or finished the boiling of the sap. From the bottom of the kettle came warm, syrupy maple sugar for all. Then there was a gay time as the children played about among the big trees and circled about the roaring fire.



I. AROUND THE FIREPLACE

On your paper write the numbers 1-6. After each number write the meaning of the term which fits that number. (See pages 111-113.)

1. snuffing the candle

4. Betty lamp

2. warming pan

5. trivet

3. toasting forks

6. Indian broom

II. WITH THE FISHERMEN

- 1. What different ways did fishermen use to catch fish?
- 2. How were the fish prepared for the market, and where were they sold?
- 3. Try to find interesting facts about whales. Tell the class what you learn.

III. NEW WORDS

On your paper write the numbers 1-4. After each number write the word from the list which fits the phrase of that number.

grove homeland monster plantation

- 1. a large farm on which cotton or tobacco is grown
- 2. the country from which one came
- 3. a very large animal
- 4. a group of trees

IV. THINGS TO DO

- 1. With paper, cardboard, and greased paper or cellophane, make a horn book.
- 2. Collect leaves of different kinds of maple trees. Find which leaves are from sugar maple trees.



CHAPTER EIGHT. COLONIAL FATHERS AND MOTHERS

A RICH MERCHANT OF BOSTON

White-sailed ships. A great many of the colonial fathers owned great ships with tall masts and wide white sails. These ships sailed up and down the shore, and far out across the ocean to other lands. They went as far as England with cargoes of furs, fish, lumber, and tobacco. These ships came home again loaded with cloths, guns, tools, furniture, and silverware.

William Phips. When William Phips was a poor boy, he learned the trade of shipbuilding. When he became rich, he owned a number of fine ships. He sent his ships out on the ocean to carry on his trade for him.

Although he already had plenty of money, William Phips wanted to become still richer. He knew that near one of the southern islands a great Spanish ship had gone to the bottom of the sea laden with a rich treasure. Phips thought he could raise this ship and get the treasure for himself. He took one of his best ships and sailed to the spot where the treasure ship had sunk. He tried to fasten chains to the old vessel and drag it up from the bottom of the sea. But it would not budge.

The merchant tried again, but still the Spanish ship remained half-buried in the mud and sand of the ocean floor.

Then the king of England learned what Phips was trying to do. He helped with ships and men, and so at last the old ship came up to the surface of the ocean. On board William Phips found thirty-two tons of silver treasure! The king was so pleased that he gave plain William Phips a title. After that time he was always called "Sir William Phips."

The new "Sir" hardly knew what to do with all his money. He liked fine clothes, so he spent as much as he could in dressing himself. He wore satin coats with gold buttons, gay waistcoats, or vests, and olive-colored breeches. His powdered wigs were the best that his money could buy, his stockings were of the finest silk, and the buckles on his shoes were of solid silver.

1. Here is a list of articles. Copy the things which you think were carried from the American colonies in the ships of the merchants.

	tea	furs		_		
	rice	wheat		and	silver	dishes
	lumber	1 =	fish			
	oille al 12	coffee	indigo			
	silk cloth	tobacco	spices			
	Which .					

2. Which of these words would you use to tell about Sir William Phips?

energetic	modest	stupid
lazy	rich	vain
	[120]	

TRAVELING ABOUT IN EARLY AMERICA

The people of our early America did not travel about a great deal. Of course, the sailors and the fishermen went on long voyages. And from village to village in the settlements went the peddlers. But the farmers and their families seldom went on long trips. The roads and trails were so rough that not much pleasure was to be had in making journeys.

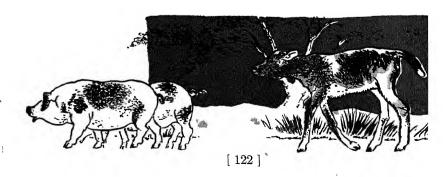
"Ride and tie." As time went by, more and more of the settlers owned horses. Sometimes two men, having only one horse between them, went on a journey. Here is the way they managed: one man started on foot, while the other rode the horse. Of course, the man on horseback made the better time. After he had ridden on ahead for a long distance, he got down, tied his horse, and tramped on along the road. When his traveling companion reached the horse, he untied him, got into the saddle, and rode on after the other man. He passed him by on the trail, galloped on a good distance, then got off, tied the horse, and, as the first man had done, went ahead on foot.

The two men kept this up, ride-and-tie, ride-and-tie, until their journey was finished. By this means a long distance could be covered in a day.

A horseback journey. Of course, on short trips, a strong horse often carried two, or even three, people on his back. If you had been a child in those early times, perhaps you would more than once have been the third "passenger" on a horse's back. In the saddle, and holding the reins, let us suppose, is your father. Behind father on the horse is mother. She sits on a pillow, or "pillion," as it was called, and hangs on by wrapping her arms about father's waist. You are perched in front of father, almost on old Dobbin's neck. You are between father's arms, but if you are still afraid of falling off, you can grip your fingers in the horse's mane. You surely do not have a very comfortable seat, but you will not object. After all, even this bumpy ride is better then staying at home alone.

Write endings for these sentences.

- 1. The part of a harness which fits over a horse's head is called the ____.
- 2. The leather strips used in guiding a horse are called the _____.
- 3. The steel piece that goes in the horse's mouth i called a ____.
 - 4. The high front part of a saddle is called its _____
 - 5. The rider rests his feet in the _____.



A DUTCH RENT DAY

Dutch farmers in America. In Chapter Six there was a story about the Dutch traders, and how one of them bought the whole of Manhattan Island from the Indians for twenty-four dollars' worth of goods. This is another story about the Dutch people in America.

Not long after the Dutch merchants began their trade along the Hudson River, numbers of Dutch farmers began their settlements along the wide, deep river. Most of these farmers were very poor. They had not been able to pay for the passage of themselves and their families on the ships coming to America. Besides, they had not been eager to cross the sea and make their homes in the new land. But when the men learned that



[123]

they could rent land for a small amount of money, and that each of them was to receive from his landlord a small house to live in, some cows, and the tools he would need as a farmer, they made up their minds to come to America. The landlords gave the settlers free passage on the ships.

Paying rent with pigs and chickens. The Dutch farmers found good land in the little valleys. They liked the beautiful river flowing past their homes between its steep banks. Once a year came rent day. On that day the settlers and their families traveled to the big house where the landlord lived. But they did not bring money to the landlord. Some of them carried crates of geese or chickens. Others drove pigs or calves before them along the narrow roads. The women carried jars of butter and baskets of eggs. All these things went to the landlord as rent for his lands. After the rent had been paid, the people gathered on the lawn and had a dance and a feast.

The rent for the good land was small, but the people did not like to pay it. They wanted to own land of their own. Besides, there were many things they could not do without first asking the landlord. They could not hunt, or fish, or cut down a tree, or go away from the land unless he allowed them to. In a free land like America, the Dutch farmers wanted to be truly free. When they were able to do so, they moved away to farms of their own where they would have more freedom.

IS IT TRUE?

- 1. The Dutch paid too much to the Indians for Manhattan Island.
 - 2. Dutch traders came to America before Dutch farmers.
- 3. Most of the Dutch farmers in America owned fine farms in their homeland.
 - 4. The Dutch farmers paid their rent once a year.

LET'S GO SHOPPING

How can you shop unless there are stores? In early America there were few stores and shops.

The peddlers. The people of those times did not need stores as much as we do. They made in their homes, or raised on their farms, nearly everything they needed. They made their shoes and clothes and hats. Much of the furniture was home-made. The women dried apples and berries for winter use, and made soap and candles and quilts and curtains. The farms furnished wheat and corn, eggs and chickens, milk and butter. All this makes it clear that the settlers in the early colonies did not need to visit the stores as often as we do now.

Sometimes the stores came to them. That is, peddlers traveled from home to home carrying great packs of goods on their backs. The things the peddlers took from their packs were sure to interest the mothers and the children. If there was any money in the house, the peddler was quite sure to make a sale. Some peddlers

took butter or eggs or maple sugar for their goods.

The plantation "shoppers." Many of the southern owners of the great rice or tobacco farms had a curious way of doing their shopping. They shopped in England. No, they did not cross the ocean to buy the things they wanted. This is the way it was done: Each year a ship came from England and sailed up the broad river that led almost to the rich farmer's door. The ship came for the tobacco or rice he had raised on his plantation. Before the ship went away with its cargo, the planter and his wife made out a list. On the list were named the many things they wanted from the shops and stores of England. Perhaps they put down such items as silverware, silk stockings, wigs, rugs, jewelry,





and yards of satin and other cloth. Most of the planters liked to ride and hunt; so they often ordered from England riding horses and saddles. Some of them even ordered packs of English hunting dogs.

When the list was finished, it was handed to the captain of the ship. When the captain reached England with his ship, he gave the list to a man there. It was this man's duty to see about selling the tobacco or rice. After he had done this, he went out and shopped for the planter in the far-away colony, sending the goods across the sea on the first ship that sailed.

George Washington and his wife, Martha, on their plantation home at Mount Vernon, did much of their shopping the way we have told about.

I. Going Shopping

Talk with your classmates about these matters.

- 1. What is a peddler? Did you ever see one? Ask your grandmothers about the peddlers they used to see.
- 2. Tell how the ladies and gentlemen of the southern plantations did their shopping.

II. THEN AND NOW

Rule a sheet of paper as you see this one ruled just below. Then compare life in early America with life today. Start like this:

the ships	Then small sailing ships	Now large steam vessels
trading		

Make a long list.

III. MATCHING

Match the words with the sentences that tell about them.

- 1. peddlers
- a. The Dutch farmers lived near it.
- 2. Mount Vernon
- b. "traveling stores"
- 3. William Phips
- c. a seat for mother on the horse's back
- 4. Hudson River
- d. where George Washington lived
- 5. pillion

:

e. raising a sunken treasure ship



CHAPTER NINE. EARLY-DAY STORIES

THE ADVENTURES OF A BOY PRINTER

In early times there lived in the small city of Boston a soap maker and tallow chandler. That is, besides making soap he made and sold tallow candles. He had to work hard, for he had a large family to take care of. The youngest child of the family was named Benjamin. Benjamin was a lively, fun-loving boy.

As the boy grew older, he learned to help his father in the shop. But he did not like soap-making and candle-making. He did not care to stay in the dirty, bad-smelling little shop. He thought he would become a sailor and travel away to far countries in a fine ship.

The soap maker worried about his youngest son, Benjamin. Then he thought of a plan. To keep Ben from running away to sea he decided to make him a printer. There were not many printers in the America of that time. The first types and the first printing press had been brought across the ocean in the year 1639, but not many books and newspapers had been printed. One of Ben's brothers, James, had a newspaper in Boston



so the young Ben went to work in James's printing shop.

Ben liked being a printer's helper, all right, but he did not like working for brother James. So he sold his books and ran away and at last got to Philadelphia.

The young printer was wet, cold, and hungry when he reached the city. His extra clothes were stuffed in his pockets. In one of them, also, was a "Dutch dollar" and a "shilling copper." That was all the money Ben had.

The hungry boy stepped into the first bakery he saw. There he asked for threepenny's worth of bread. He was given three big, puffy rolls. Away he went down Market Street carrying one roll under each arm and eating the third one.

A girl standing in the doorway of a fine home smiled when she saw the untidy young fellow passing by. Years afterward she became the young printer's wife.

Benjamin, after he had eaten his loaf, went into a Quaker meeting house. Quaker meetings are very quiet, so Ben fell asleep. The kind Quakers did not bother him, and he had a good sleep. After that he went on down the street and, before very long, found work with a printer.

Perhaps by this time you have guessed what Benjamin's other name was. Yes, this story is about Benjamin Franklin, and how it happened that he became a printer in Philadelphia. It did not take him long to prove that he was a good printer and a good writer,

as well. Very soon he had a printing shop of his own. And not many years passed before he was the best-known printer and the best-liked writer in all the American colonies.

After he had made enough money, he spent most of his time helping his city, his state, and the new nation that was forming in America. Other stories in the book will tell more about Benjamin Franklin.

Prepare to tell the story of the young printer. Think what you will say on each of these three points.

Benjamin Franklin as a boy in Boston His first day in Philadelphia

Getting started as a printer in the strange town

THE KNIGHTS OF THE GOLDEN HORSESHOE

Governor Alexander Spotswood of Virginia colony wanted to know what the western parts of his colony were like. Virginia was so big, and reached so far to the west, that none of the white settlers knew what lay beyond the edge of the last western farms. Most of them were afraid to go far away from the ocean shore or the banks of the broad rivers. They knew that off to the west there were woods and wild animals and Indians, but they knew little more about that country. The governor of Virginia wanted to know more than that.

A famous journey. Governor Spotswood asked a large number of the Virginia gentlemen to go with him to explore the forests and mountains. The men first



gathered at the governor's house and then set out toward the west. Each one of them was mounted on his best horse. With the gentlemen were many servants who cooked the meals over big camp-fires along the way and set up the tents for their masters. Day by day the governor and his friends rode along the trails toward the wild country.

The horses got along very well in the soft soil of the level country. But after a while the travelers came to places where there were many rocks. The sharp stones hurt the horses' feet, so the men had to stop while the blacksmiths shod the animals. After that they went on.

Soon the governor and the men with him saw before them the high tops of mountains. From a distance the mountains looked blue. The men named the long range of mountains the Blue Ridge. You can find that name on the maps of western Virginia today.

The riders had a hard scramble up to the top of the Blue Ridge. Beyond they could see a deep, beautiful valley. Still farther on they could see another long line of mountains. It was a grand sight. The men dreamed of the time when settlers would make their homes in the great valley between the mountains.

The golden horseshoes. When the Virginians got back to their homes, Governor Spotswood thought it would be a good idea to have a reminder of this first journey to the mountains. He sent to England and ordered made a number of small golden horseshoes. To each of the gentlemen who had gone with him on the journey he gave one of these horseshoes. The men were proud and happy to have these emblems. They treasured them carefully and passed them on to their children. From that time on the men who had made the famous journey were known as the Knights of the Golden Horseshoe.

- 1. Near the end of this story is the word emblem. From the way it is used, can you tell what it means?
 - 2. Why did the governor choose a horseshoe emblem?
- 3. Did Governor Spotswood have any reasons for climbing to the top of the Blue Ridge?

BURIED TREASURE

In late colonial times hundreds of fine ships voyaged here and there on the Atlantic Ocean. Some of them had on board tobacco, or furs, or sugar, or molasses. The Spanish ships had the richest cargoes of all. They carried to Spain the gold and silver from Mexico and Peru.

All these valuable cargoes in the big merchant ships were too much for the honesty of some of the men of that time. These men turned pirate. A pirate is a man who robs ships on the ocean. The pirates had to have ships, too, of course, and with these they chased the merchant ships, captured them, and stole whatever they found in the ships. For many years the pirates had things very much their own way. It was dangerous for honest men to send their ships to any distant port.

Captain Kidd had always been thought a good, honest Englishman. He had fought for his country against France. So the king sent Captain Kidd out on the ocean in a fine ship to hunt pirates. But the captain soon gave up hunting pirates. He turned pirate himself, and began capturing the merchant ships of all nations.

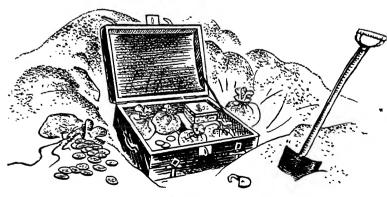
You may be sure that the King of England was very angry with Captain Kidd. He was more eager to capture Kidd than a dozen of the other pirate captains. The ships of England began hunting everywhere for Captain Kidd. After a while the "turncoat" was captured, taken to England in heavy chains, and hanged.

A year or two before all this happened, some people had seen Captain Kidd go on shore on Long Island, not far from the city of New York. They thought that perhaps he had buried some of his stolen gold on the island. After the captain was dead, searchers began digging here and there on Long Island for the buried treasure. And sure enough, they found it—or a part of it. They found almost a hundred thousand dollars. That is a great deal of money, but some people thought that Captain Kidd had buried much more than that.

From that day to this searchers have been hunting for the rest of Captain Kidd's buried treasure. But no one has been able to find any more of the pirate's gold.

Find in the story one word to finish each sentence.

- 1. Robbers on the sea are called _____.
- 2. The goods carried on a ship are called the _____
- 3. The place where ships come to land is called a _____
- 4. One of the famous pirates was named Captain _



A March Through the Forest

There was a great stir in the log-cabin village of Newtown, in the summer of 1635. Newtown was very close to Boston and it was well named, for the town was only four or five years old. But nearly all of the people were packing up and getting ready to go away.

"Yes, there's good land, and plenty of it, in the western river valley," the men of Newtown kept telling each other. "All who have been there agree on that. If we stay here on this poor soil, we shall always be poor, like the soil. Our preacher, Thomas Hooker, says so. He is going with us."

Following the Indian trail. At last the march was begun. Far ahead on a dim old Indian trail were the young men with the herd of one hundred sixty cattle. Next came the pack horses with men or boys leading them. Behind the horses tramped the strong young women and most of the boys and girls. Bringing up the rear, or stepping softly through the bushes on either side of the trail, were most of the men. They carried heavy packs and had their guns in their hands. They watched anxiously for any signs of an Indian attack.

At first the journey was fun for the boys and girls. Often they darted into the bushes to gather flowers or to chase squirrels. But after a time some of the younger ones grew tired. Their fathers picked them up and placed them on top of the packs carried by the horses,

or, perhaps, on the broad backs of some of the gentlest of the oxen.

Each night the travelers stopped in the woods and ate and slept beside big camp-fires. A few of the men stayed awake all night and walked round and round the herd of cattle to keep them from straying away. After two weeks of marching through the woods, the people of Newtown came out on the banks of the Connecticut River. They had walked a hundred miles.

The new home. All the men held a meeting, made rules, and began to govern themselves. Each man received a good piece of land. The small town the settlers began was named Hartford. It is today one of the fine towns of the state of Connecticut.

Finish the sentences.

- 1. Thomas Hooker was the ____.
- 2. The new village on the western river was called ____.
- 3. The people left their old home at Newtown because
- 4. The men carried their guns, for they feared _____.
- 5. When some children got tired, their fathers _____.

THE LAST DUTCH GOVERNOR

Governor Peter Stuyvesant. The ruler of the Dutch colony in America had a very bad temper. He also had a wooden leg. When he was angry—which was much of the time—he stamped about on his wooden leg, shouting and making a great racket, and frightening every



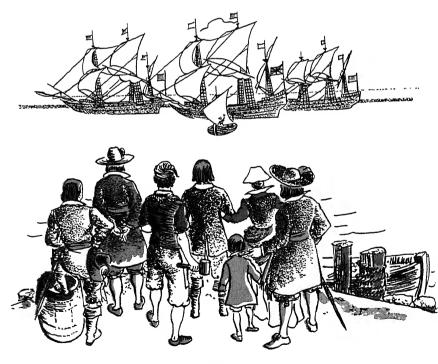
one within sound of his voice. The governor was severe in punishing persons who did even small wrongs. He was cruel to the Quakers when they came to his colony. The old governor meant well in many things, and he was true to the Dutch who had sent him to rule the colony. But the people learned to hate him. His name was Peter Stuyvesant (stī'vĕ-sānt).

A surprise for Peter Stuyvesant. The Dutch towns and farms were near the mouth of the Hudson River and along the fine valley of the wide, deep stream. The lands claimed by the Dutch were called New Netherlands. The number of white people in the colony was

not large, but the Dutch merchants made money from the fur trade with the Indians.

Now England also claimed the land where the Dutch had settled. They said that an English sailor, John Cabot, had seen the country long before Henry Hudson sailed his little ship, the "Half Moon," up the Hudson River and claimed the land for the Dutch.

Imagine the feeling in New Amsterdam, the chief Dutch town, when, one day, the people looked down toward the ocean and saw three English ships coming



into the bay. On the ships were many large cannons and several hundred English soldiers. The ships and the soldiers had been sent to capture the Dutch colony.

Peter Stuyvesant was more angry and noisy than ever before. He cried that he would rather die than surrender New Netherlands to the English. He tried to get his people to fight. But not many of the people felt the way the governor did. Some of them no doubt thought that here was a good way to get rid of a mean governor. They would not lift a hand to save the colony. Peter Stuyvesant stormed and stamped about, but of course he could do nothing alone. So he had to give up. After that there was no longer in America any New Netherlands. The town of New Amsterdam became New York.

Turn back to Chapter Six and read again the story about Henry Hudson. Then plan a talk about the Dutch colony, being sure to put in something about each of these topics:

How Henry Hudson found and named the Hudson River

The Dutch traders and the Indians

Buying Manhattan Island

The last Dutch governor

THE BOY SURVEYOR

A Virginia school boy. A long time ago a man named Hobby was the teacher in a school called an "old-field school." It was called that because it stood in the corner of a field that had once been a tobacco field.

A tall, brown-haired, blue-eyed boy was a pupil in this school. His name was George Washington. We are told that George was a good boy in school. If there had been report cards in those days George would have had an "A" for conduct. He would have had a good grade for arithmetic, too. But probably he would have almost failed in spelling.

Mount Vernon. George had a half-brother whose name was Lawrence. Lawrence died, leaving his fine big home on the river to George. It was called Mount Vernon, and, as you know, was George Washington's home for all the rest of his life.

In the western forest. One of the rich men of Virginia owned many acres of land out in the western woods. He wanted to have it surveyed, that is, have it marked



off so that he would know just what he owned. George Washington was only sixteen years old, but he got the job of surveying the land.

The young surveyor traveled day after day through the woods. He made straight lines across the land owned by the rich planter. On maps he showed where the mountains and rivers were. At night he and his men slept beside camp fires in the forest. Sometimes the Indians came and camped with the white men.

George Washington made a good survey of the land. He learned to be cool and careful, how to deal with the red men, and how to get along with them. He grew to feel almost as much at home in the woods as even the Indians did.

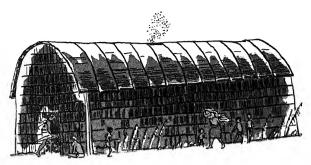
Finish these sentences.

ish these sentences.
1. George Washington's first school was called an
"old field school" because
2. George Washington was hired to be a surveyor
1
3. The Indians liked the young surveyor because
3. The Indians fixed the young. 4. Washington's life as a surveyor helped him later.
1
5. The men who went to the mountains with Governor
d dame afterward called ——•
6. Benjamin Franklin was born in, but spens
f his life in
b large often hunted for's buried bleasure.
8. The Dutch colony was near the River. Its
last governor was ——•
[143]



- 9. People who mark out land are called _____.
- 10. The Dutch called the chief town in their colony

 ——. The English changed the name to ——.
- 11. Some Puritans left Massachusetts and moved to _____. Their preacher was ____.
- 12. When ____ died he left his home, ____, to George Washington.



IV. FINDING LAKES AND RIVERS AND RICH LANDS BEYOND THE MOUNTAINS

CHAPTER TEN. RIVALS FOR A FOREST KINGDOM

A French Boy of Old Montreal

A wide, wide land. Our America was a far wider, greater land than the first settlers had even dreamed of. The French leaders in the New World were among the first men to learn about the greatness of America. This story about a French boy shows how exciting it was to learn the secrets of the strange, new land.

Off to America. The most exciting news came one day to a young French boy named Pierre. He learned that he was to go in a ship all the way from his home in France to the new French settlements in America.

Soon Pierre's voyage began. His ship tossed for many weeks on the stormy ocean. Then the vessel sailed into the mouth of a wide river—so wide that at first Pierre could not see the shores on either side. The river, as Pierre and all Frenchmen knew, was the St. Lawrence

River. Slowly, as the ship went forward, the river narrowed. At last the ship anchored before the new little town of Montreal (mont-re-ôl'), far up the cold river.

Getting acquainted with the Indians. The French boy was interested in everything he saw in his new home-But best of all he liked to watch the Indians as they came and went in their canoes, or pitched their wigwams along the banks of the river. The Indians brought



their furs to the French traders. They were friendly, smiling red men, and what a sight they made as they walked without a sound in their robes of rich fur and their beaded moccasins. Pierre never tired of watching the tall, straight, copper-hued Indians who came to visit Montreal.

A prisoner of the Indians. But there were other red men who were not so friendly to the "palefaces," as Pierre soon found out.

One day he and two other boys went hunting.

"Get back early. Remember, our enemies, the Iroquois, are always prowling about," the boys had been

But they forgot the warning. The sun went down and [146]

they were still far from the fort at Montreal. Suddenly a band of painted warriors rose from the bushes and rushed upon the three boys. Pierre's two companions were killed. Pierre was carried away a prisoner. For two weeks he was dragged along by the Indians until they came to one of their villages.

The Iroquois hated the French. Even the women and children felt like killing every Frenchman they saw. They had no mercy on Pierre, and he was battered and bruised until he almost wished he were dead, too.

Then a kindly old Indian couple adopted the white boy. They had lost a son about Pierre's age, and they wanted some one to take his place. From that time on

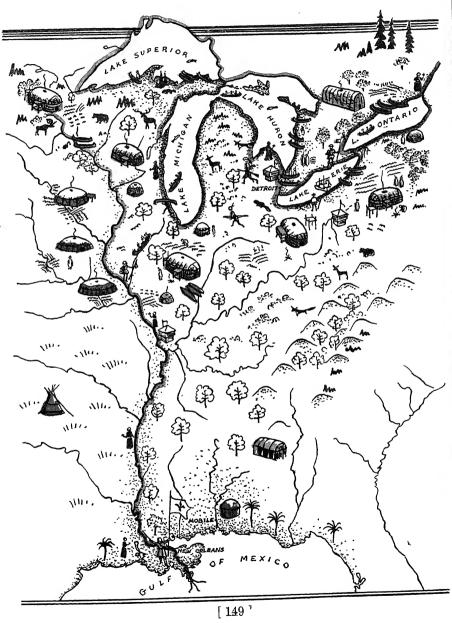




Pierre began to have a pleasant time in the village of the Iroquois.

Pierre's escape. Two years passed, and Pierre, with his hair dressed as the young Indians wore theirs, and with his paint and feathers and moccasins, looked so much like a real Indian that only the sharpest of eyes could have seen the difference. But Pierre was still a white boy. He liked his red friends and his adopted father and mother. But he wanted to be with his own people. He decided to run away.

In a hollow tree near the village Pierre hid a strong pair of moccasins and a supply of food. One morning he walked into the bushes, hurried to his tree, took what he had hidden there, and dashed off. He traveled alone through the woods for more than a hundred miles before he found white friends. At last he returned to his



home in Montreal. Another story in this chapter will tell more about Pierre.

- 1. Perhaps you would like to turn back to Chapter Six and read about Champlain and how he began the French colony on the St. Lawrence River. This was the colony to which Pierre came from France.
- 2. What new things do you learn about Indians in this story?
 - 3. What are meant by "beaded moccasins"?
- 4. By which tribe of Indians was Pierre captured? How was he treated by them? Who finally was kind to him? What did he learn from the Indians?
- 5. Tell the story of Pierre, "the white Indian boy," as he might have told it when he got back to Montreal.

VOYAGING ON NEW LAKES AND RIVERS

The Indians who came to the French towns to trade kept telling the white men about the rivers and lakes and forests where they lived. The Frenchmen grew eager to see for themselves the places the Indians told about. Soon the boldest of the white men paddled away in the canoes of their Indian friends toward the fardistant places where the red men made their homes.

Soon the eager Frenchmen were on lakes and rivers no white people had ever seen before. One traveler discovered Lake Huron. Another went with the Indians to the shore of Lake Michigan. The canoes of other Frenchmen carried them to the largest of all the Great Lakes, Lake Superior, still farther west.

On the "father of waters." Father James Marquette (mår-kět'), a gentle missionary, and bearded Louis Joliet (jō'lĭ-ĕt), a trader, set out to find a great river the Indians often talked about. They paddled their canoes along the shore of Lake Michigan. Then they went up a winding stream until it became very small. Here they carried their canoes across the land to a fine big river. This river carried them to where they could see an even greater stream rolling southward through the forest. It was the Mississippi River.

The sacred calumet. Far down the great river the travelers stopped to visit an Indian village. When they went on, the chief of the village gave Father Marquette a great stone pipe with a long wooden stem. About the stem was a circlet of red feathers. The chief told the missionary to hold the pipe high in his hands if any of the Indians down the Mississippi were unfriendly.

Sure enough, there came a day when the red warriors swarmed out upon the river in their canoes. They acted as if they wanted to kill Marquette and Joliet. Then the good father remembered about the pipe. When he held it up for all to see, the scowls on Indian faces turned into smiles. The white travelers were taken to the Indian village on the shore and given a great feast. Then they went on peacefully down the stream. At last they knew that the wide river emptied its waters into the Gulf of Mexico. They went back, then, to tell the French governor at Quebec what they had discovered.

The lost "Griffon." One Frenchman, La Salle, built a sailing ship and sailed it up the lakes. When it had been loaded with furs, it started to go back toward Quebec. La Salle waited and waited, but no word came back to him about his fur ship. Then he hunted for it. But never again were the ship and its sailors ever seen or heard of. La Salle turned back toward the forest, then, and traveled on and on until at last he came to the mouth of the Mississippi River. What do you suppose ever became of the "Griffon," the first ship to sail on our Great Lakes?

The "black gowns." Some of the Frenchmen who went into the western forest did not trade with the Indians for their furs. And they did not care much about finding new lakes and rivers. They went among the red people to help them. They wanted the Indians to accept the Christian religion. The Indians called these missionaries "black gowns."

The "black gowns" traveled hundreds and hundreds of miles in the birch canoes of the Indians. They were often cold and hungry. One feeble old missionary had nothing to eat but frozen fish all through a long winter.



Another was tortured and finally killed by the cruel Iroquois Indians. But the "black gowns" kept trying to win the red men to the new religion. They felt well repaid when even a few of the women and children among the Indian villages promised to be Christians.

- 1. What did Father Marquette and Joliet learn about the Mississippi River?
 - 2. Tell the story of the sacred calumet, or peace pipe.
 - 3. Give the names of all the Great Lakes.
- 4. Why is La Salle's ship spoken of here as "the lost Griffon"?
- 5. Can you find out why the missionaries were called by the Indians "black gowns"?
- 6. In what ways were the missionaries different from the other travelers in the western forests?

PIERRE'S TRADING WITH THE INDIANS

This is another story about Pierre, the French boy who lived for two years in a village of the Iroquois Indians.

When Pierre escaped from the Indians, he went back to his home and friends in the French settlements. But he soon became restless and unhappy. He wanted to explore the lakes and forests which no white man had ever seen. He wanted to meet strange, new tribes of Indians and to trade with them for their furs.

At last Pierre and his brother-in-law, Medart, slipped away from the French towns in their canoe. In the canoe they had great bundles containing knives, brass

kettles, little mirrors, beads, brass rings, hatchets, and cubes of red paint. Day after day the canoe skimmed on along the rivers and lakes until at last even Pierre was satisfied. When the two bold young Frenchmen went on shore, they found themselves among Indians who had never before seen white people.

Pierre and Medart built themselves a log house and then began to trade with the Indians. The simple red men did not know the value of the rich furs they wore or of those they captured along the streams. The things the white strangers had for sale in their log cabin seemed wonderful to Indian eyes. The warriors were ready to do almost anything in order to own a shiny steel knife, or a cube of red paint, or a handful of glass beads. They eagerly brought to Pierre and Medart bundles of rich, heavy furs. Proudly they carried to their wigwams the articles they had received in trade.

Pierre and Medart spent three pleasant years among the simple, friendly red men. When they returned to the French settlements they had many canoes, and each canoe was piled high with bales of valuable furs.

- 1. Beaver skins were eagerly sought by the white men who traded with the Indians. The beaver fur was made into hats. Try to find out how these hats were made.
 - 2. Beavers are sometimes called "engineers." Why?
- 3. Can you tell why Pierre was well fitted to live and trade with the Indians?
- 4. Try to find pictures of beavers, minks, otters, and other fur-bearing animals.

THE BEGINNING OF A QUARREL

The Great-White-Father-across-the-Sea. Most of the Indians liked their first white friends, the Frenchmen. The French traders often lived in the wigwams of their red friends. Sometimes they dressed like the Indians and took part in their dances. They called the Indians their children. The white men told the people of wigwam-land about their king, the king of France. When they spoke of the king to the Indians, they called him the Great-White-Father-across-the-Sea.

The Frenchmen went about building forts through all the western lands. They built one where the great city of Detroit now stands. They went the "father of waters" and built a fort at Mobile, in Alabama, and started a town on the great river which grew into the fine city of New Orleans. After a while the French people claimed all the forests and lands and lakes and rivers in all the great central part of North America.

Nemacolin's path. But the English people were in America, too. And they said their lands went westward and westward from the colonies we read about in earlier chapters. Their lands went so far west, the English said, that they took in the very land claimed by the Frenchmen. Here was something pretty serious to quarrel about, and quarrel the white men of the two countries did. The French came to a river which they called "The beautiful river." It was our Ohio River.



They buried lead plates along the river to show that all the land along "the beautiful river" belonged to them.

But some men living in England's colony of Virginia were planning to send settlers out into the lands claimed by the French. But first they needed a road to where the settlements were going to be. How could the settlers get to the new land with their wagons if there was no road? The Virginia men could not think of a white man who could tell them the best place for the new road. So they asked Nemacolin, an Indian of the Delaware tribe, if he could plan a road for them. Nemacolin thought a while and then said he would find the best place for the road to the new land.

Nemacolin went into the western woods. He looked at the hills and mountains and valleys. Then with his hatchet he marked on the trees the easiest way for the road to go. He went on and on marking more trees. At last his work was finished. Then the white men started to make the road where the Indian had made a path.

George Washington, the governor's messenger. You can plainly see that the French and the English were going to have trouble over the land along the Ohio River. They had to settle who was going to own it.

The governor of Virginia heard that the French soldiers were moving into the lands out where Nemacolin's path led. He decided he would have to give them a warning. So he got ready to send a messenger to the French telling them they must leave the country. The messenger he chose was the tall young Virginian, George Washington.

Washington had a long, hard journey through the woods. At one time he was almost drowned crossing a river full of floating ice. At another time an Indian fired his gun at the messenger but missed his mark. When Washington arrived at the French fort, the soldiers there treated him very politely. But would they go away? They shook their heads at that. They had orders, they said, to stay where they were. The governor was sorry to hear the message which Washington, brought to him. But he praised his messenger for the quick trip he had made through so many dangers.

A. Can you answer these questions?

- 1. Can you name three big American towns which were begun as small settlements by the French?
- 2. What kinds of places in the forest would Nemacolin's path have to go around?
- 3. What was George Washington to try to do when he was sent to the French fort?
- 4. What other story in this book helps to tell why George Washington was sent to the French forts as the governor's messenger?
- 5. Can you name two or three reasons why the Indians liked the Frenchmen?
- B. On another paper write the numbers 1-3. After each write the words to match the name of that number.
 - 1. the Ohio River

the father of waters

2. the Mississippi River

the Great White Father

3. The King of France

the beautiful river

WHITE SOLDIERS AND RED WARRIORS

How Pittsburgh got its name. Soon the French soldiers and the redcoated soldiers of England were fighting each other in a great war about the western lands. The Indians liked war, so they fought, too. Most of them fought on the side of the Frenchmen.

Hard fighting took place near a great French fort on the Ohio River. First the Indians drove the English soldiers back through the forest. Then an English army tried again, and this time the French burned their fort and ran away. It was such a good place for a fort that the English began a new one on the same spot. They wanted to give it a good name, so they named it for a great English leader in England. The fort became Fort Pitt. Then, later, it grew into the great, bustling city of Pittsburgh.

Two heroes. The French and English armies fought each other in many places up and down the lakes and rivers. At last an English army got ready for its hardest task.

The French had a strong fort at Quebec. It was on a rock high above the St. Lawrence River. In command of the French soldiers who were guarding Quebec was General Montcalm (mont-kam'). He was one of the best French leaders in America. He knew that if the English took the fort at Quebec from him, the French would lose a great deal of their land in America. He tried to place his soldiers so that they could guard Quebec closely day and night.

An English army came to attack Montcalm's soldiers and try to capture Quebec. But how could the English soldiers climb up the steep river bank, and then up the rocks to the walls of the fort? General Wolfe, who commanded the English soldiers, at last saw a narrow path leading up from the river. In the night his men crept up this path. When daylight came, the English soldiers were in line, ready for battle.

General Montcalm was surprised when he saw Wolfe's soldiers on the plain so near Quebec. He led his army

out to the fight. But the French soldiers got the worst of the battle and fled back inside the walls of Quebec. Soon they gave up the city and the fort to the English.

In the battle for Quebec General Wolfe was struck by flying bullets and fell dying among his soldiers. General Montcalm was also wounded and had to be carried back to the fort. In a short time both generals were dead. Many years later a monument was built to the memory of these two brave enemies. On one side of the monument is the name of the English general who won the battle, and on another that of the French general who lost it.

Winners and losers. Just as Montcalm had feared, after the English got Quebec they soon took all the other French forts and lands. The king of France had nothing at all left of his great possessions in North America except two small islands. England owned all the rest, all the way to the Mississippi River, and north to the Arctic Ocean.

The French people in the small towns along the St. Lawrence River and in the villages farther to the west were sad when they saw the French flags taken down from above all the forts and saw the French soldiers go aboard the ships and sail away for France. Of course, not many of the French people could follow the soldiers back to France. They were too poor. They had to stay where they were and try to get used to the idea of being subjects to the king of England.

I. Two Generals

Finish these sentences.

- 1. ___ was the leader on the English side.
- 2. The French general was _____.
- 3. Both lost their lives in the battle at ____.

II. MATCHING

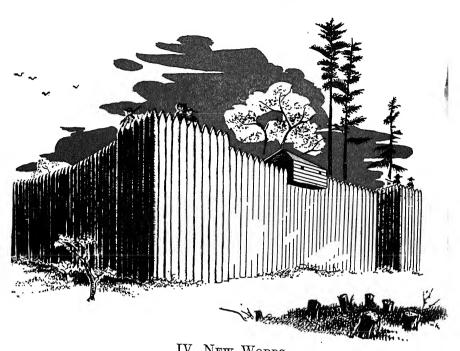
Match each word with the right sentence.

- 1. Wolfe
- a. He was a "black gown."
- 2. Nemacolin
- He was a French leader who lost his life in war.
- 3. Marquette
- c. He was adopted by Indians.
- 4. Washington
- d. He began a road for the settlers.
- 5. La Salle
- e. He carried a message through the forest.
- 6. Montcalm
- f. He led his army up a steep path near Quebec.
- 7. Pierre
- g. He found the mouth of the Mississippi River.

III. THE RIGHT ENDING

Choose the right ending for each sentence.

- 1. George Washington was sent as a messenger to the (French, Indians).
- 2. The ship of Pierre, the French boy, sailed up the (Hudson, St. Lawrence, James) River.
- 3. The largest of all the Great Lakes is (Huron, Michigan, Superior).
- 4. When the war was over, Quebec and Detroit belonged to (Holland, England, Spain, France).



IV. NEW WORDS

On your paper write the numbers 1-8. After each number write the word from the list which fits the phrase of that number.

accept adopt	decide escape	prowl skim	swarm torture	
1. to 2. to	 to move about silently to take to be one's own 			
	3. to consent to take			
	to pass lightly over a surface			
5. to	make up one's	s mind		
6 +0				

6. to run away from

7. to cause great pain

8. to move about in great numbers

[162]

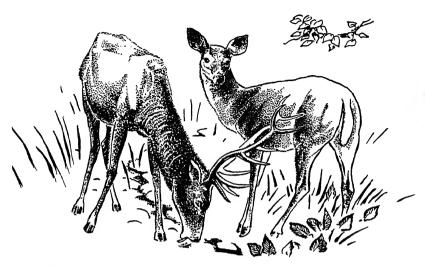


CHAPTER ELEVEN. STORIES ABOUT OUR OWN PIONEERS

DANIEL BOONE, THE HUNTER

Daniel Boone lived at the edge of the wild country where the forest trees stood tall and straight and close together. Boone liked to go hunting, for in the woods were deer, bears, wolves, and flocks of wild turkeys. On his hunting trips he dressed much like an Indian. He wore a coon-skin cap. He carried a long rifle. Boone was tall and straight, and his sharp eyes took in everything there was to see. In the woods he slipped along as silently as any red hunter.

Off to the west of his log cabin Daniel Boone could see mountains. When he climbed the nearest ones he could see still more mountains beyond them. An old hunter told Daniel about the wonderful game country west of the last of the mountains. After that the young hunter could think of nothing but the new country beyond the hills. He dreamed about the great elks that went bounding through the tall grass and about the buffaloes that crowded down to the streams to drink. He lost interest in the woods near his home. He wanted to wander in the wild land across the mountains.



Over the mountains. At last Daniel Boone and five companions tramped away into the mountains. For five weeks they scrambled over the steep hills, picked their way through the dark woods, and waded or swam the swift rivers.

At last they came out into a fair country where the groves of trees looked like little parks, and where the open places were covered with rich, tall grass. Here and there the hunters found springs bubbling up out of the ground. Where the waters of these springs touched the rocks and soil, they left a faint taste of salt.

The hoofed wild animals love salt. Each bubbling spring was a "salt lick" where the animals came and licked the salt. Never before had Daniel Boone seen so many wild animals. He was in the land he had dreamed about. Already it was called Kentucky.

Indian hunters. The Indians hunted in Kentucky,

too. They killed one of Boone's companions and scared some of the others away. Boone's brother went back home to get supplies. So Daniel Boone was alone in the wild land. But the great hunter did not care. He liked being alone in the woods. He was happy, even though he was without salt, sugar, and flour, and without even a dog for a companion.

Boone had to be very careful. Always bands of Indians were roving about. They did not like to have the white men in their hunting grounds. When he built a fire to cook his meals, he used only pieces of wood that made no smoke that keen Indian eyes might see at a distance. His supper he ate early, while it was still light. Then he tramped away silently into the woods to lie down at last and sleep miles from his dying camp fire.



The Indians could not capture the hunter Daniel Boone.

After two years in Kentucky Daniel Boone made his way back over the mountains to his log house in North Carolina.

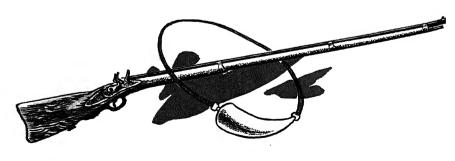
Daniel Boone's fort. After Boone got back home he kept thinking about Kentucky. He wanted to go there to live. So he led his family and friends back over the mountains to Kentucky. There beside a river Boone built a strong fort. It was named Boonesboro.

1. Find out whether there are any old "salt licks" near where you live. See what you can learn about them.

2. Choose from this list some words that describe Daniel Boone.

daring	strong	straight	
weak	good hunter	afraid	
tall	short	had sharp eyes	

3. Do you think you could make a trail through the woods? How would you do it? Would you cut down the big trees along the way?



RACHEL DONELSON'S RIVER VOYAGE

Little Rachel Donelson lived with her parents in a log house in the mountains of North Carolina. A swift river ran past their house. On the banks of this river, and along other streams that flowed through the mountain valleys, lived the friends and neighbors of the Donelsons. Nearly every bit of furniture in the small houses was home-made. The clothing of the men and women and children was like that of the Indians, or, if made of cloth, it was cloth that had been woven in the log cabins.

One day the leader of the settlers came back from a long trip in the western woods. His name was James Robertson. He said he had found a still better place for the settlers to live. John Donelson, Rachel's father, and a number of the other men decided to go with James Robertson to the new land. Of course that meant that the women and children would go, too.

Making plans and getting started on the journey. One morning a long line of horses started up the mountain path with heavy packs on their backs. With the horses went a band of men, their rifles ready. James Robertson was at their head.

But the Donelson family, and many other families, went down to the bank of the largest river. There a number of big, flat-bottomed boats were waiting for them. Already some of the boats were piled high with bags of corn, rolls of blankets, strong boxes, and spinning wheels. In some of the boats were crates of chickens. The people all crowded on board the boats, Rachel and her mother finding a place near the middle of one of them. John Donelson was captain of all the boats. Soon they were floating swiftly down the river.

Down the Tennessee River. What a dangerous journey that was! Sometimes the boats stuck in the sand and mud and had to be pushed off into deeper water. Now and then a boat was almost wrecked in the swift current. More than once Rachel shut her eyes tight and held to the side of the boat as it swept down among the black rocks in the river.

The boats floated for miles and miles down the Tennessee River. At last they came to the Ohio River. Up the Ohio River Captain Donelson and his men pushed the boats, and then up the Cumberland River. It was hard work now, for the current was against the boats, not with them. To the women and children it began to seem as if that journey would never end.

Nashboro. At last the boats came in sight of rolling hills along the river. Among the hills there were good springs of sparkling water. Best of all, there on the bank of the river, waiting for the travelers, stood James Robertson and his men. They had already built a good, strong fort where all would be safe from the Indians.

The wooden fort which now became Rachel Donelson's home was called Nashboro. The fort grew into a

town, and the town changed its name. It became the city of Nashville, Tennessee.

And little Rachel? She grew up and became the wife of Tennessee's greatest hero, Andrew Jackson, the seventh president of the United States.

For the girls: Pretend that you are Rachel Donelson. Keep a diary of your voyage down the river.

For the boys: Tell the class about experiences you have had out in a boat on a lake or stream.

Draw a picture showing a boat like one you think the settlers used. Remember, it must be large and strong.

How the Women and Girls Fooled the Indians

The Boones and their friends soon had neighbors in Kentucky. A number of little forts, much like Boonesboro, were built. The families of the settlers lived in the forts and raised corn and vegetables on the rich soil outside.

One morning some of the men hurried in to one of these forts with bad news. They had just seen a large number of Indians in all their war paint creeping through the bushes toward the fort. As soon as all the people were inside, the big gates of the fort were shut and fastened.

Something to worry about. The men in the fort knew that its log walls were strong. They knew they could shoot straight with their long rifles if the Indians rushed



at the fort. But there was one thing that worried everyone in the fort. Inside the walls there was no well or
spring, and the water barrels and water pails were already almost empty. What if the Indians waited about
for several days? How could the people in the fort live
without water to drink? They just had to get a good
supply of water. But how—with the Indians hiding in
the grass and bushes all around the fort? Then one of
the women spoke up:

"I know how to get the water. Give the pails and [170]

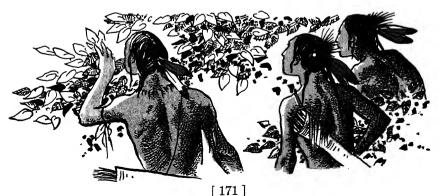
kettles to us women. Yes, and to the big girls, too. Then open the gate."

"But the Indians!" cried one of the men. "They will be hiding near the spring—trust them to be cunning enough for that! They will leap out and kill you all."

"No, they won't," the pioneer woman answered. "They think they've surrounded the fort without our knowing it. They expect to surprise us, kill us all, and burn the fort. Well, then, when they see us women and girls going after water, they'll be sure we don't know there's an Indian within fifty miles. They'll leave us alone. They will think that if they attack us, they'll lose their chance to surprise the fort."

A dangerous errand. The men saw the truth in the brave woman's words. In a minute the gate nearest the spring opened wide. Out marched the women and girls, carrying empty vessels in each hand.

"Now mind you!" whispered their leader. "Not a look into the bushes. Laugh and talk just as if there wasn't anything around bigger than a squirrel to be scared of."



Do you think it was easy to walk to the spring, and act gay and happy, and not look for the war feathers and the beady black eyes of an Indian warrior behind every bush? Especially when you knew that not one Indian, but many of them, were there, watching every move that was made, ready to jump out and kill?

It turned out just as the leader of the women said it would. The Indians watched them fill their pails, but the warriors lay hidden and made no move. The women and girls walked slowly back along the path to the gate. Not until they were safe through the big gate, and a shout of relief went up from the watching men, did the red warriors realize that they had been fooled.

- 1. Try making a little play out of this story. One boy could be the settler who first saw the Indians. A group of boys could be the Indians in hiding. Others could be the men watching in the fort. Of course most of the girls will want to "go to the spring for water."
- 2. Why not change the story, putting in more talking than there is in the book?

THE "WHITE INDIAN"

The people in the little forts in Kentucky and Tennessee had to do without many things. Sometimes they did not even have salt for their food. They could not often make the long journey back to the older settlements for a supply of salt. Now and then parties of men went to one of the salt springs to make their salt.

Daniel Boone once went with some of his men to the salt spring on the Licking River to make salt. While the leader hunted and supplied the men with meat, they began making salt.

One morning Boone was following the track of a deer far from the salt lick. All at once a hundred Indians came out of the forest. They saw the hunter and dashed toward him. Boone turned and bounded away. He was a good runner, but some of the young warriors were even better. They caught the white man and made him a prisoner. Then they captured the salt makers and hurried away to their village in Ohio.

Making Daniel Boone into an Indian. The Indians were proud of their great band of prisoners. But they were proudest of all at the thought that the great hunter, Daniel Boone, had at last been captured. They took him to the English fort at Detroit (dē-troit') and showed him to the commander there. But when an Englishman tried to buy Boone from them in order to set him free, the warriors shook their heads. Daniel Boone was not for sale. They took him back to their village. It was their plan to make him a warrior.

First the Indians pulled the hairs out of Boone's head, leaving only a thick bunch on top. This was the "scalp lock." All warriors were their hair that way. This part of being made into an Indian must have hurt. Then Boone was stripped and led down into the river to be washed. This was not done to make the hunter



clean, for Boone was cleaner than the Indians to start with. It was done, so the Indians said, "to wash away all the white blood."

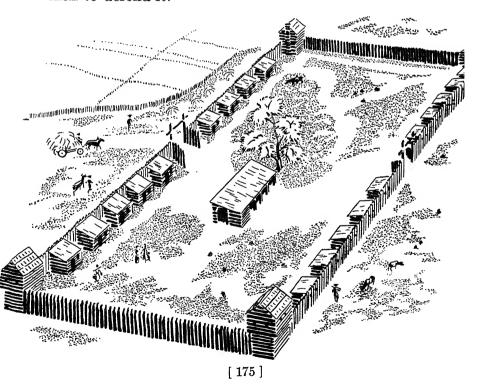
An Indian—on the outside. After this one of the Indians painted Boone's face in an odd red-and-greenand-black design. When he had put on his moccasins and had wrapped a fur robe about his body, he looked like a real Indian.

In the village Boone was watched carefully. The Indians thought he might try to run away. But the prisoner acted cheerful and contented. An old Indian couple took him as their son. Now the Indians were sure he would not try to escape. The white man began to go hunting and fishing with his red "brothers." The Indians liked contests in running, jumping, and shooting at a mark. Boone joined them in these sports, but

he would always let some of the best warriors beat him.

The runaway. Boone watched and listened, and at last learned that a great war party of the Indians was going to Kentucky to attack Boonesboro. Now Daniel Boone knew he must hurry to save his fort. He crept away into the woods. Then he broke into a run, and raced through the forest for three days and nights.

At last the war party came out of the woods near the fort. When they tried to capture it; there was the "white Indian," Daniel Boone, inside the fort and helping his men to defend it.



On another paper write the numbers 1–11. After each number write the word which belongs in the blank of that number. You may choose your words from the list below the sentences.

Daniel Boone had to cross _(1)_ to get to the place he kept dreaming about.

He and his men built a <u>(2)</u> in the land called <u>(3)</u>. A place where water comes up from the ground is called a <u>(4)</u>.

On their feet the Indians wore <u>(5)</u>. In war the Indian carried a <u>(6)</u>. An Indian's <u>(7)</u> was the tuft of long hair on the top of his head.

Many wild animals were found at places where there were (8).

The boat that carried Rachel Donelson floated down the (9).

When Boone was a (10) of the Indians, they made him look like one of them. So he is called in one of these stories a (11).

moccasins spring mountains salt licks Tennessee River tomahawk prisoner Kentucky scalp lock white Indian

V. HOW OUR NATION, THE UNITED STATES, WAS BEGUN

CHAPTER TWELVE. HOW AMERICA GREW AND CHANGED

TRAVELING IN A STAGECOACH

America did not stay as wild and rough a country as it was in the times of the Pilgrim Fathers. Farms took the place of woods. The old Indian trails were made wider for use as roads.

After the roads had been made better, the people in America began to travel about in wagons and carriages. Sometimes they used two-wheeled carts. A light carriage was the chaise, drawn by one horse. Americans soon began calling the chaise a "shay." Perhaps you have heard about the "one-hoss shay." Then there was a heavy carriage, often drawn by four horses, called a chariot. Rich people rode to church in their chariots.

After a number of years stagecoaches were to be seen on some of the best roads. The men who owned the stagecoaches charged a fare for riding in their coaches.

If you had been living in those days, and wanted to make a trip in a stagecoach, you would need to get up very early, for the coaches started out at three o'clock in the morning. In your coach there is room for nine passengers and the driver. If you have satchels, you must hold them in your lap or put them under your feet.



You will soon learn that there are many rocks and stumps in the road and that there are no springs under your coach. You will need to hang on for dear life if you expect to stay in your seat. If the coach gets into a deep mud hole, the driver may ask you and the other passengers to get out and push. When you come to streams, the horses will splash right through them, for there are no bridges. You will cross the wider, deeper rivers on a big raft.

Eighteen hours is a day's travel on a stagecoach. So [178]

you will finish your day's ride at about nine o'clock at night. Long before daylight the next morning the driver's horn will sound, warning you to get up in a hurry and get ready for another long, bumpy journey.

Do you wonder that so few people traveled about in the America of long ago?

Finish these sentences.

- 1. The old Indian trails were widened and used as _____.
- 2. A light carriage drawn by one horse was called a _____.
- 3. Sometimes rich people rode in _____.
- 4. Passengers paid a fare to ride in a ____.
- 5. The stagecoach began its journey at ____ o'clock.
- 6. One reason the stagecoach ride was rough was that the coach had no _____.

CARRYING THE MAIL

It would seem strange to us to write a letter and then be obliged to plan how we were going to send our letter where we wanted it to go. In early times everyone who wrote a letter had to puzzle over this. Most poor people settled the matter by not writing letters. The rich ones sent the few letters they wrote by special messengers.

The need for post offices and for men to carry the mail became so great that the leading men of Massachusetts colony decided to do something about it. They asked the rulers of the colony to start a regular way of carrying the mail. The rulers agreed, and said they would find "some mete person to take in and convey

letters according to directions." John Hayward got the job. He was the first mail man in our country.

Carrying the mail on horseback. Virginia was the next colony to have men to carry the mail. To keep the men from becoming careless and losing the mail, it was agreed that every time one of the mail men lost a letter he had to pay a fine of one hogshead of tobacco.

Soon men riding good horses began to carry letters between the towns of New York and Boston. There was one locked mail box in each place. People dropped their letters in these boxes much as we do. On Monday morning the mail man took them, put them in his saddlebags, and began his long journey. In about two weeks a letter mailed in New York would reach the person it was meant for in Boston.

Benjamin Franklin and the mail. After a time the mail was carried by the stages instead of by men on horseback. Benjamin Franklin had charge of the mail for all the colonies. He traveled about to see how well the work of carrying the mail was being done. When our new nation, the United States, was being formed, Benjamin Franklin went on with his work of caring for the mail in America.

Make a "then and now" chart to show differences between taking care of the mail long ago and now.

How the "	Then	Now
How the mail was carried	Nag and a second	-
T		100

MAKING HATS AND CLOTHING

People did not go to work in factories in colonial times, for there were no factories. But numbers of skilled persons were busy making useful articles in their homes or in small shops.

You already know about the spinning and weaving done by the women and girls in their homes. From the flax raised on the farms they could make linen cloth. They knew how to weave woolen cloth, too.

At first there were few sheep in the colonies to furnish the wool. Often the people in America wrote letters about this to their friends in England. When they heard that friends were planning to cross the ocean to America, the settlers told them in their letters to bring sheep with them. So it happened that often, when a vessel came to Plymouth or Boston or some other town a few sheep would be brought from the deck of the ship to the wharf.

After a few years many sheep were to be seen on the colonial farms. The women learned to make as fine woolen cloth as that being made in England.

Most of the beaver skins bought by the traders from the Indians went into the making of beaver hats. Those fine hats, which were worn by so many of the men in both America and Europe, were made in a great number of small shops in the colonial towns and cities. The hat makers became skilled in heating and pressing mats of







beaver fur, in cutting the mats into the right shapes, and in shaping the broad-rimmed hats of that time. The beaver hats made in America were sold in many parts of the world.

In quite early times the hat makers left the rims down. If you can find pictures of the early Puritan men, you will see them wearing hats in this fashion. But later the rims were turned up on three sides and fastened to the crown with pins or buckles. Such men as George Washington and Benjamin Franklin wore their beaver hats with the rims fastened up, as pictures of them will show.

- 1. It might be interesting to illustrate this story with more pictures of hats.
- 2. This story says there were no factories in the colonies. It states that articles were made in small shops. How is a shop different from a factory?
- 3. From this list choose the things the colonial people used in making the things they wore:

silk leather rubber flax beaver fur rayon

4. How was weaving done in early times?

[182]



LIVING IN A COLONIAL CITY

The cities of early America did not grow very fast or become very large. Yet a number of them grew into important towns. A traveler said this about New York City two hundred years ago:

"The city is one mile long and half a mile wide. The streets are paved with round pebbles. Most of the houses are made of bricks, and have tile roofs. The people of New York are of many races."

Early America's greatest town. Philadelphia, the town where Benjamin Franklin lived, was the finest town of colonial times. When William Penn began the city, he laid out broad streets. The streets crossed each other, dividing the town into squares like the squares on a checkerboard.

Some of the houses in Philadelphia were three stories high. The best streets were paved with round stones, called cobblestones; sidewalks were laid with bricks.

Benjamin Franklin liked this city where he lived. If we could have visited this wise, friendly man, he would have been proud to show us about the town. He would have taken us to see the free hospital—something almost no other city in the whole world had at that time. Then there was the library where a person could draw out books very much as we do today. That, too, was a new idea. Franklin started both the hospital and the library of Philadelphia.

Lighting streets and putting out fires. If there had been a fire while we were visiting in Philadelphia, we should have seen a "bucket brigade" passing pails of water from hand to hand in the direction of the fire. In Philadelphia the men of the "brigade" knew their places in the line and got to them quickly. Their leaders were skilled fire fighters.

If we had gone out on the streets at night, we should have noticed the street lights. They were only whale-oil lamps, and the light they gave was dim, but they were much better than nothing. Not many other cities of that time were so well lighted as Philadelphia.

Make a chart to compare Philadelphia in Franklin's time with a city in which you live or which you have visited. Follow this outline:

Philadelphia Then	City of Now
Street paving	
Kind of sidewalks	
Street lighting	
Fire protection	

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Make a chart to compare Philadelphia in Franklin's time with a city in which you live or which you have visited. Follow this outline:

Philadelphia Then Street paving	City ofNow
Kind of sidewalks	
Street lighting	
Fire protection	

THINGS TO READ AT HOME

Not many books were to be found in the homes of long-ago America. There were so few books that men and women, boys and girls, read what they had very carefully. Often they read them over and over and almost learned them by heart.

Books for children. After a number of years a few books for boys and girls found their way into the colonial homes. These were odd little books. They tried to teach their readers something in spelling or arithmetic, or, perhaps, tried to give hints about having good habits or being good. One such book had in it a number of rhymes like this:

J was a jay
that prattles and toys;
K was a key
that locked up bad boys.

Poor Richard's Almanac. Benjamin Franklin and some of the other printers made almanacs each year and sold them to the people. The almanacs were paper-covered books that told the farmers how to manage their farms. They contained many wise sayings. Franklin's *Poor Richard's Almanac* was eagerly read in Europe as well as in colonial homes.

"The sleeping fox catches no chickens," warned Poor Richard in his almanac.

Another almanac had this rhyme about the coming of winter:

> Ladies take heed: Lay down your fans, And handle well Your warming pans.

The small newspapers of those times were printed once a week. In them there was very little news, but the people were glad to read them.

Make as long a list as you can of the ways we have of learning the news.

Perhaps you will begin with newspapers and telephones. Then put a check mark after all the ways in your list that the colonial people also had for getting the news.

Why not make a "Then" and "Now" chart for newspapers? Start like this:

How often printed

Thenweekly

Nowdaily

A LITTLE JOURNEY IN THE SOUTH

If you had lived when George Washington was a boy, and had wanted to make a journey in the South, you might have traveled on horseback. Not many good roads for wagons or carriages had been made in the

One thing you would have noticed as you rode across Virginia was the fine big house each plantation owner had built for himself and his family. Like George

Washington's Mount Vernon home, many of the other good houses looked out over a broad river. At the rear of the houses you would have noticed the many small cabins where the slave families lived.

You would also have seen small homes and small farms in Virginia and the other southern colonies. The people who lived in such places did not own any slaves.

As you traveled along, you would not have seen many towns. You would often have wondered if you could find a hotel where you could spend the night.

If your journey took you to Charleston, South Carolina, you would have found that town to be a gay and pleasant little city. The owners of the great farms had homes in Charleston. They and their families and neighbors had many grand parties and dances. At such times the suits worn by the men and the dresses of the women were as costly as those of the rich of England.

I. THE COLONIES

1. The thirteen colonies are named below. On another piece of paper write them in two lists under the headings "North" and "South."

Connecticut	New Hampshire	Pennsylvania
Delaware	New Jersey	Rhode Island
Georgia	New York	South Carolina
Maryland	North Carolina	Virginia
Massachusetts		

2. Name three things which were raised on southern plantations.

3. Name two cities of the North and two of the South.

II. Missing Words

On your paper write the letters a-x. After each letter write the word which belongs in the blank of that letter.

- 1. Most early homes in America were built of <u>a</u>. They were heated by means of <u>b</u>. At night the light was supplied by <u>c</u>, <u>d</u>, and <u>e</u>.
- 2. Later on colonial houses were built of <u>f</u> or <u>g</u>.
- 3. A famous early schoolbook was h. Another book used in school was called i. The j was a book found in nearly all of the homes of the Puritans.
- 4. Three ways to travel about in early America were $\frac{k}{n}$, $\frac{1}{n}$, and $\frac{m}{n}$.
- 5. A group of settlements under one governor was called a $\frac{n}{}$.
- 6. From the flax raised on farms __o_ cloth was made.
- 7. A valuable product obtained from the Indians was __p_. Two products obtained by the fishermen were __q_ and __r_. A product raised in swamps in the South was __s_.
- 8. The colony where many debtors settled was <u>t</u>. The Quakers went to <u>u</u>. Dutch traders first settled in <u>v</u>. The colony begun by the Puritans was <u>w</u>. The first English settlers went to <u>x</u>.



CHAPTER THIRTEEN. A QUARREL WITH ENGLAND, THE MOTHER COUNTRY

How the Trouble Began

The ship owners and their troubles. George III, the new king of England, wanted to make the colonists obey some of the old English laws. Now, as you already know, the American merchants owned a great many ships. These ships sailed in many directions across the seas, carrying goods from colonial cities to distant ports. When the vessels came home, they brought cargoes of articles to be sold in America. The English laws told the American merchants what goods must be taken to England only and ordered them to buy for sale in America only articles sold to them by the merchants of England.

The officers the king sent to America now began searching everywhere for goods that had come to the colonies from other countries. They broke open the doors of barns and sheds and looked for the articles that had been secretly brought, or "smuggled," into America. They went into the houses of the people and hunted through them from attic to cellar.

"Every man's house is his castle." James Otis, of Boston, made several speeches against the king's officers. He said it was wrong for any one to break into a man's house using the excuse that a search was being made for smuggled goods. He cried that in America



"Every man's house is his castle." Can you see what he' meant? The people began to see that they were in danger of losing some of their rights.

1. Why did the men sent to America by King George want to search the houses and other buildings in the colonies?

- 2. What is meant by "smuggled" goods? Have you ever heard of any kind of "smuggling" that sometimes goes on now?
- 3. How did many of the people in America begin to feel toward the mother country?



Sons and Daughters of Liberty

Many years ago some strange things began to happen in Boston, and New York, and the other colonial towns and villages. If we had been living in America then, we should have seen some surprising sights.

Past our house goes the richest man in town. But where are his velvet cloak, his silk stockings, and his rich, plum-colored vest? He is dressed in clothing of plain, rough cloth, made in our town, and not brought in from England. Has the man lost all his money? Then we visit one of the big houses of the town. There in a corner of the kitchen sits the mistress of the fine house. And, of all things, she is spinning. Not since the earliest times had anyone in that rich home worked at a spinning wheel. Then we notice the lady's shoes. Where are the soft, dainty ones such as the fine lady always has sent to her from across the seas in Europe? She is wearing coarse, heavy, clumsy shoes, made, as we know at a glance, by one of our own poor village shoemakers. What has happened?

Everywhere it is the same. People seem bent on wearing only the plainest and coarsest things they can find. Then a butcher, to whose shop we go to buy some mutton, gives us a hint.

"I'm sorry, but I can't sell you any mutton. I can't sell mutton to anybody. I promised not to. And nobody but you has asked for mutton. You see, it's this way: if none of us Americans eat mutton, none of the American sheep will have to be killed. If the sheep all live, they'll each have a nice wool coat. And with the wool our wives and daughters can make all our clothes. Then we won't have to buy any of these things from England."

After a time we learn all about what has happened. The king's government in England had passed a law taxing the people in the colonies. The law was called the Stamp Act because the people were made to buy English stamps of many kinds. The people in America

did not want to pay a tax put on them by the mother country. The men began to meet and form themselves into groups called the Sons of Liberty. The women took the name, Daughters of Liberty. They made up their minds to one thing: they would get along without goods from England until the Stamp Act was no longer a law. They believed that wearing home-made suits and coarse shoes would not hurt them as much as the English merchants would be harmed by the loss of trade.

Very soon the English merchants and ship owners began to lose money. They could not sell the things they brought to America. When the king and his officers saw this, they gave up the stamp law. So the people in America won this fight against being taxed by England.

Finish these "because "sentences.

- 1. The people would not eat mutton because ____.
- 2. The people wore coarse shoes because ____.
- 3. The English merchants lost money because _____.
- 4. The king gave up the Stamp Act because ____.

TEA AND SALT WATER

Very soon the people in America had a new quarrel with King George and his government. A new tax law had been passed. This time the tax was on tea.

Of course, the people in the colonies could not raise tea. They had to buy it. The tea came from the East, and was brought to Boston and Charleston and Baltimore and the other towns in the ships of the English



merchants. The people in America liked tea. They drank much more tea, and much less coffee, than people do today. But many of them decided to go without tea rather than to help the king get his tax money.

At Philadelphia a crowd threatened the pilots with a coat of tar and feathers if they brought the tea ships to the wharves. In Charleston the tea was taken off the ships, but was stored in damp places where it spoiled.

One dark night in Boston some of the children were scared very nearly out of their wits. They heard wild yells outside their homes, and, peeping out, saw what



they thought to be a great crowd of Indians dashing down the street. The hurrying figures looked like Indians, too. Their faces were painted. They had feathers in their hair. In their hands were clubs and tomahawks. The yells that rose from the hurrying dark crowd were enough to scare any one.

But the terrible "Mohawk Indians" were only men of Boston. They were not looking for a chance to harm people, but for tea. Of course, they knew where the tea was. It was on the ships in the harbor. The ships would not sail away with the tea, and the people of Boston would not allow the tea to be taken off. Something had to be done, so the "Mohawk war party" was planned.

The "Indians" took boats and rowed out to the tea ships. They scrambled on board the ships, and a few minutes later three hundred forty-two chests of tea were slowly settling into the waters of Boston Harbor.

The king and his men were very angry about the tea. But of course they could not find any of the "Indians" to punish them. Instead, they got ready to punish the entire town of Boston.

Is it clear to you that the people were not really thinking about tea at all? It was the tax that angered them.

- 1. This is a good story to tell. Plan just how you will "put it together": first, the plans of the King's government; next, the arrival of the tea ships; next, the problem about the tea on the ships at Boston; and last, the "tea party."
- 2. Can you draw a picture to represent what happened on board the ships?
- 3. In what ways did other towns keep the tea from being sold?

THE SIGNAL IN THE CHURCH STEEPLE

By this time, you may be sure, King George thought he had some very bad people living in his colonies. After the "tea party" he felt certain that most of them lived at Boston. He sent over more soldiers to watch them.

The Boston people lost their chance to carry on trade. Food in the town became scarce. Some of the people

would have gone hungry if people in the other colonies had not sent them great wagon loads of food. The colonists were learning to hate and fear the king's soldiers and were about ready to start a great fight against them.

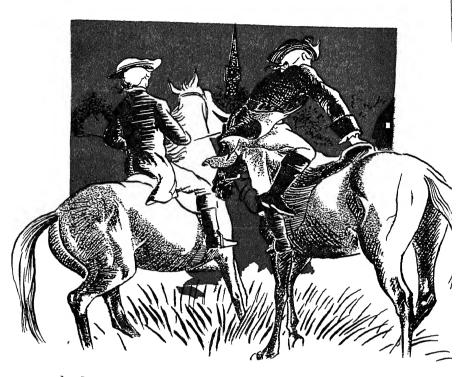
Dr. Joseph Warren. One night Dr. Joseph Warren, of Boston, heard strange noises on the street near his home. He could hear the tramp of many feet and the sounds of swords and guns clanging against each other. When he went out to see what it was all about, he found the streets full of soldiers.

By listening to the low voices of the captains, Dr. Warren learned where the soldiers were going. They were getting ready to march to the little town of Concord to destroy a supply of powder and bullets belonging to the colonists. They were going to try to capture two of the American leaders.

Dr. Warren was a good American. He had thought that perhaps the soldiers would try some such plan as this. He had thought out what he would do to warn the people outside Boston of this secret night march of the soldiers. 17

Now the town of Boston was on a narrow piece of land. Dr. Warren knew that some of the king's soldiers were standing guard with their guns where the road ran from Boston out into the country. Then how could he warn the people that the "redcoats" were coming?

Dr. Warren had his plan. Beyond the narrow place he



had two men waiting. These two men held the reins of their fast horses and watched and waited. At last they saw it. The signal! A light in the steeple of the Old North Church, in Boston. It was Dr. Warren's signal telling the watchers that the soldiers were on the march and what way they would go.

Paul Revere and William Dawes. The men waiting with their horses were Paul Revere and William Dawes. They had agreed to be ready to ride and warn the people that the king's soldiers were coming. When they saw the signal in the church steeple, they sprang to their horses' backs, wheeled, and galloped away through the

darkness. Before morning came, people for miles around knew that the red-coated soldiers of England were marching on the road toward Concord.

Can you answer these questions?

Who—

planned the scheme to warn the people?

rode in the night to warn the people?

Where—

was the light of warning?

were the English soldiers marching to?

did Dr. Warren live?

Why—

were the English soldiers marching?

did Dr. Warren want to warn the people?

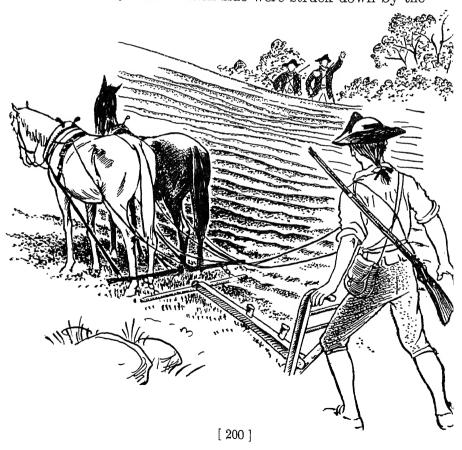
THE MINUTE MEN

In Lexington, a town not far from Boston, stands a statue of a young soldier. The statue is called "The Minute Man." Who were the minute men?

Some of the American leaders were certain the men in the colonies would have to fight for their rights against the soldiers from England. They thought that America should have soldiers, too. So the men and boys in the towns began holding meetings where they drilled and practiced as soldiers. They learned to carry their guns as soldiers carry theirs, and to march together keeping step. They said they would drop whatever they were doing and hurry, at a minute's notice, to defend the colonists. So they were called minute men.

The minute men heard the message of Paul Revere and William Dawes. They took their guns and hurried across the fields toward Concord and Lexington. Soon they could see the king's soldiers in their red coats marching down the road.

The soldiers and the minute men fought at Lexington, at Concord, and along the road which led to Boston. Many men on each side were struck down by the



flying bullets. The soldiers of England were glad when they were safe again in Boston. Now at last it was clear that there was going to be a real war between the angry people of America and England, their mother country.

I. Do You Know

Try to answer these questions so clearly that a classmate who has been absent and has not read this chapter would understand.

- 1. Why were some of the men living near Boston called minute men?
- 2. In this story it is said that the men in the colonies would have to fight for their rights. What do you think some of these rights were?
- 3. What is meant when England is spoken of as the "mother country" of the colonists?

II. WHAT HAPPENED

On another paper write in a few words the answers to tell what happened-

- 1. when George III had passed a law called the Stamp Act?
- 2. when the colonists refused to buy goods sent from England?
- 3. when the king had a tax put on tea?
- 4. when the Americans heard about the tax?
- 5. when the tea ships arrived at Boston?
- 6. when Dr. Warren heard the king's soldiers on the streets?
- 7. when the two riders got his signal?
- 8. when the soldiers marched to Lexington and Concord?

III. THE RIGHT ENDING

On your paper write the numbers 1–8. After each number write an ending for the sentence of that number.

- 1. The king of England at this time was ____.
- 2. His soldiers were often called _____.
- 3. The girls and women who would not buy goods from England were called _____.
- 4. The "Mohawk Indians" in the story were really ____.
- 5. The leader who sent the message from the church steeple was ____.
- 6. His messengers were ____ and ____.
- 7. A young man of Boston who said that no one had a right to break into a man's house was ____.
- 8. The colonial men who were ready to fight the soldiers were called _____.

IV. MATCHING

Write the numbers 1-5. After each number write the word from the list which fits the phrase of that number.

allow

1. to bring goods into a country secretly

defend

2. to warn of punishment

destroy

3. to permit

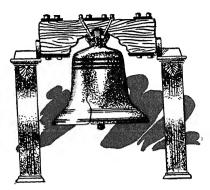
smuggle

4. to put an end to

threaten

5. to protect from harm





CHAPTER FOURTEEN. STORIES OF THE WAR WHICH MADE US A NATION

THE LIBERTY BELL

The people of Pennsylvania were proud of a new building that stood on Chestnut Street, in Philadelphia. It was the building where the government of the colony was carried on. It was called the Capitol or State House.

After a time a bell tower rose above the roof of the State House. The tower needed a bell, so the leaders sent to England and had made there a great bell. Stamped into the metal of the bell were the words, "Proclaim liberty throughout all the land to all the inhabitants thereof."

One day in the summer of 1776 the people gathered outside the State House were all talking at once. A meeting was going on inside the State House. The men in the meeting were voting. Their vote would decide whether America was to try to free itself from England and form a new nation. Do you wonder that the waiting crowd was talking so much?

At last the great news reached the people outside. The men had voted in favor of the Declaration of Independence. That meant that America was to become a free nation. A few days later the famous Declaration was read to the people of Philadelphia. The great bell on the State House rang joyfully.

The events of July 4, 1776, changed some names on Chestnut Street, Philadelphia. The State House became Independence Hall. The State House Yard became Independence Square. The bell became the Liberty Bell.

Finish each sentence with one word.

- 1. The building where the government of a colony, state, or nation is carried on is called the _____.
- 2. The people who live in a country are called the _____.
- 3. In 1776 the colonies decided to fight for their ____.
- 4. The State House was afterwards called ____ Hall.
- 5. The Declaration of Independence was signed in the city of ____.

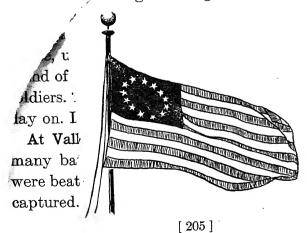
A NEW FLAG FOR A NEW NATION

When the soldiers of the colonies gathered to fight against the armies of England, they wanted to have a flag. They knew they would march better if they could see a flag waving above them. If they had a flag to defend, they thought they would fight more bravely.

But at first the soldiers had no single flag to honor. They had many flags. The soldiers from the different colonies often brought with them flags that had been made for them before they left home. One flag the soldiers liked showed a picture of a coiled snake. Below the snake were the words, "Don't tread on me."

One of the American ship captains sailed away on his ship, the "Ranger," to fight the English ships. The captain's name was John Paul Jones. The flag floating above his ship had stripes to represent the colonies. There were stars on the flag. It had been made by the girls of Portsmouth, New Hampshire, and given to John Paul Jones for his ship. It is said that the white part of the flag was made from a wedding dress.

When George Washington joined the soldiers near Boston, he had a flag with seven red and six white stripes in it. Each stripe, of course, stood for one of the thirteen colonies. But in the corner of Washington's flag were the crosses used in the flag of England. The crosses showed that the people of the colonies still felt that America belonged to England.



But what happened the next year, on July 4, 1776, changed all that. Can you see why? Now a flag was needed for a new nation. It is said that Betsey Ross, of Philadelphia, with the help of other women, helped Washington plan the first truly American flag. It was like our flag today—except that on the blue field in the corner there were only thirteen stars and the stars were arranged in a circle. Perhaps you can explain why the stars are no longer in a circle on our flag.

On June 14, 1777, Congress voted for the flag Washington had helped plan. Ever since that time June 14 has been known as Flag Day.

- 1. How many stars were in the first flag of our country?
- 2. How many are there now?
- 3. Has the number of stripes increased? Why not? How many are there?
- 4. What is meant by Flag Day? When is it?

WASHINGTON AND HIS SOLDIERS

Off to war. When the angry people of Am arica decided to fight to make America free, they I to ded a leader for their army. They turned to George to havington, who all this time had been managing his they courm at Mount Vernon. He was angry, too, at fag to degs King George III and his ministers were doirnvely. as glad to take charge of the new American at to honorhe rode away to the north. At Cambridge, neared different to came to where the army had its great camp. It had been its

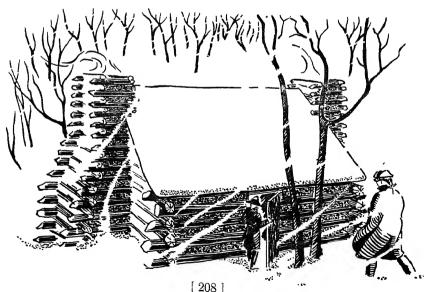


were drawn up in long lines to receive their new general. There, under a large elm tree, Washington took command of the men who had gathered to fight the king's soldiers. The old elm was carefully preserved from that day on. It was called the Cambridge Elm.

At Valley Forge. Washington and his men fought many battles. Sometimes they won. Sometimes they were beaten and had to hurry away to keep from being captured. Often the men were hungry and cold. Once they made their winter camp at a place called Valley Forge. It was cold, and the snow got deep. In the camp there was very little to eat. Many of the men sickened and died.

Even the leaders under Washington suffered from the lack of food and warm clothing. One night some of the officers gave a party for the others. No one could come to the party unless he could show a hole worn through his clothing.

Some of the soldiers left the camp and slipped away to their homes. But the good soldiers stayed on and on, through that hard winter and others almost as bad. They began to see, as their leader did, that if they were patient, as well as brave, they might win the war and make the people of America free.



- A. From this list choose the reasons why the winter at Valley Forge was a hard one.
 - 1. The soldiers did not have enough clothes.
 - 2. There was little food.
 - 3. The men did not like Washington.
 - 4. Many were barefooted.
 - B. Finish the sentences.

Washington left his home at ____ to take command of the army. At a town named ____, under a tree called ____, he became the leader of the soldiers.

THE STORY OF NATHAN HALE

When Nathan Hale was a college boy at Yale College, he was loved and respected by the other students. He was a good student and good at games, as well. He broke the college record for jumping. When he finished college, he began teaching school. One day the news reached his school that war between the colonists and the soldiers had begun near Boston. Nathan forgot all about his school. The next day he was marching north with other soldiers on his way to Boston.

The spy. In the second year of the war Washington and his soldiers were in trouble. They had pushed the redcoats out of Boston, but now the soldiers of King George had forced them out of New York. Washington was worried. He did not know just where all his enemies were, or how many there were, or what they planned to do next. At last he sent this word to an officer:



"Gather your captains and other officers in one place. Tell them we must find out what our enemies are doing, and what plans they are making. Then call for a volunteer to go as a spy into the camps of the English soldiers and learn what we must know."

None of the officers wanted to be a spy. It was one thing to die bravely fighting on the field of battle, and quite another to be caught as a spy and hanged. Not a man stepped forward and offered to go on the dangerous journey for Washington. Then Nathan Hale, now a captain, entered the room. When he heard what Washington wanted, he said quietly, "I will go."

A few days later a young man dressed in a brown suit and wearing a broad-rimmed hat tramped up to where some of the English soldiers were standing guard. He told them that he was a school teacher, and that he did not want to serve in the army of Washington. He showed the soldiers his papers from Yale College. The men of the guard could see no harm in letting the school teacher go past them and on into the city of New York where the main army of the king's men was camped. The young man was Nathan Hale.

Captured by the English soldiers. Washington's spy wandered about joking with the English soldiers and listening keenly to all that was said. Very soon he had learned the things Washington so badly needed to know. Each night, in a small room, he carefully set down on thin strips of paper all that he had learned.

A boat was to come to a place called The Cedars, take Nathan Hale on board, and carry him back to the army. The spy reached The Cedars before it was time for the boat. He decided to wait in a near-by tavern, or hotel. In the tavern he visited with a few red-coated soldiers who happened to be there. Nathan Hale did not notice that a man in the tavern looked at him sharply and then slipped outside.

After a while a man came into the tavern and said that a strange boat was coming towards the shore. Nathan Hale said good-bye to his companions and walked down to the dock. He was sure the boat had come for him. He was happy to think that he would soon be with Washington, telling his general all that he had learned.

Poor Nathan Hale! The men in the boat were his enemies, waiting for him. They raised their guns and ordered him to surrender. When they searched him, they found his notes under a loose sole in one of his shoes.

Nathan Hale was to die early the next morning. He had been caught as a spy. He spent his last hours writing letters to his loved ones. When he was marched out to be hanged, he saw the English officer tear up all the letters he had written.

In the city of New York stands a beautiful statue to the memory of the hero, Nathan Hale. On it are carved his last words, "I regret that I have but one life to give for my country."

- A. Can you answer these questions?
 - 1. Why did Washington want one of his men to go into the camp of the English soldiers?
- 2. How did the English find out Hale was a spy?
- B. Match these.
 - 1. a volunteer
 - 2. a hero
 - 3. to surrender
- a. to give up to the enemy
- b. one who does a brave deed
- c. one who freely offers to help

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WILLIAM JASPER AND THE FLAG

The captains of England's war ships decided to try to capture the city of Charleston, South Carolina. They thought that would be a good way to cause the colonists to lose the war. Soon ten great ships of war entered Charleston harbor.

On a low island in the harbor stood a new log fort. In the fort were the colonial soldiers. They had a number of long, heavy cannons, but they did not have much powder to load them with. How could one log fort drive away the ships of England? The people of Charleston feared that their fort and all the men in it would be battered to pieces.

The great guns roared for many hours. Heavy cannon balls crashed into the sides of the fort. But the logs of the fort were of a soft wood. Between the double wall of logs there was sand. The shots from the ships did not damage the fort. But the cannon balls from the fort broke down the masts of the ships and smashed holes in their sides. The ships lost the battle and sailed away. After that the people of Charleston gave their fort a new name. They named it Fort Moultrie (mool'tri), after Colonel Moultrie, who had built it and had saved their city from the enemy.

A young Irish lad was one of the soldiers at Fort Moultrie. His name was William Jasper. All at once, in the thickest of the fight, he noticed that the "rattle-snake" flag which had waved above the fort was down. That would never do! William Jasper crept outside, picked up the flag, fastened it once more to its staff, and put the staff back in place. All this time the bullets were whistling past him. But the brave Irish boy got back inside the fort without being hurt.

Jasper fought on in the army for three years more. At last he found himself helping to defend another fort. This fort stood in the harbor of Savannah (sā-văn'ā), Georgia. Then the strangest thing happened. Just as at Fort Moultrie, the flag above the fort was shot down.

And just as at Fort Moultrie the Irish boy went out for it. He reached the flag and gathered it in his arms. Then a bullet struck him and he fell dead, with the flag still in his arms.

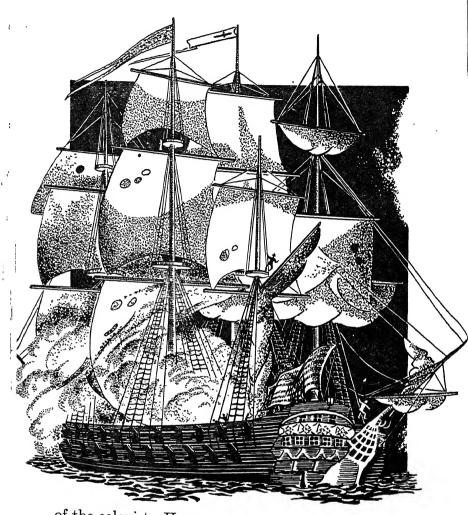
The people of Charleston wanted the children, all down through the years, to remember about William Jasper. They built a fine statue in his memory. The figure has one hand stretched toward the island where Fort Moultrie stood. The other hand holds an American flag.

- 1. What do these words mean? "rattlesnake" flag
- 2. Why did the people want to erect a monument to the memory of William Jasper?
- 3. What words would you place on the monument?

"I Have Just Begun to Fight"

John Paul Jones was born so near the ocean that the roaring of the great waves could be heard in his home. When he was still only a boy, he owned a little sailboat. One day the captain of a ship saw John Paul sail his boat into the harbor. The boy showed himself to be such a good little sailor that the captain gave him the post of cabin boy on his ship. On this ship John Paul made his first voyage from his home in Scotland to America.

Not so many years passed before the lad from Scotland was Captain John Paul Jones and had his own ship. In the war to make America free he was on the side



of the colonists. He went out to sea to fight the English in a fine, new ship called the "Ranger." An earlier story told how the girls of Portsmouth gave him a flag.

A famous sea battle. After a time Captain Jones had command of another ship, the "Bonhomme Richard." It was an old vessel and not very strong. But in it the

brave captain began a battle with one of England's fine ships. The cannons on the two ships kept up a steady roar. The masts were broken, and the sails hung in rags above the decks. Many of the men on the "Bonhomme Richard" lay about the deck dead or dying. The two vessels crashed together, and with his own hands the American captain lashed them together. By this time the American ship had so many cannon-ball holes in its sides that it was beginning to sink. The English captain shouted:

"Do you surrender?"

"Surrender? I've just begun to fight!" John Paul Jones roared back at him.

It was true. The Americans shot so straight and fast that the English sailors dared not stay on the deck of their ship. Their cannons were silent. At last the English captain surrendered his ship to John Paul Jones. Captain Jones and his men quickly gathered up the wounded American sailors and moved them to the deck of the captured ship.

The end of the "Bonhomme Richard." The old "Bonhomme Richard" sank lower and lower in the water. Then it disappeared under the waves. The last thing to be seen as the ship sank was the flag that the girls had given to John Paul Jones. He could have saved his flag. But he thought it would be wrong to his dead sailors who were going down into the sea with the "Bonhomme Richard."

I. THE RIGHT ENDING

Finish these sentences.

- 1. The boyhood home of John Paul Jones was in ____.
- 2. He sailed away to fight for America in a ship called
- 3. In his most famous sea fight Captain Jones commanded the ship _____.
- 4. The English captain asked Jones, "____?"
- 5. John Paul Jones answered, "____."

II. MATCHING

Match the names of persons with the sentences that go with them.

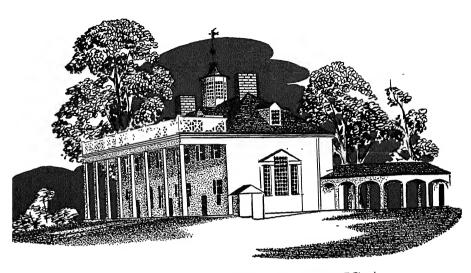
- 1. Paul Revere
- a. He was a famous sea fighter.
- 2. George III

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- b. He rode to warn the colonists.
- 3. Joseph Warren
- c. He was a soldier who was always ready.
- 4. Nathan Hale
- d. She helped make our flag.
- 5. minute man
- e. He was a ruler who wanted to punish his subjects.
- 6. Betsey Ross
- f. He gave a signal from a church steeple.
- 7. William Jasper
- g. He replaced the flag after it had been shot down.
- 8. John Paul Jones
- h. He was a patriot spy.

III. TELLING A STORY

There are six stories in this chapter. Which one do you like best? Why? Practice telling it, and then tell it before your classmates.



CHAPTER FIFTEEN. PLANNING A BETTER AMERICA

A GREAT NEW NATION

After George Washington and his soldiers had won the long war, America was free. The thirteen colonies that had once belonged to England now became the United States. The United States, our country, is now more than one hundred fifty years old. That may seem quite old to you. But, after all, many other countries are much older than that.

Our new nation was very large, even at first. It was much larger than most of the countries in Europe. In the west it reached all the way to the Mississippi River. In this new United States there were millions and millions of acres of rich farm lands. Grand forests of oak trees, and of maple and birch and pine trees, sprea

widely across the land. In the ground were rich stores of iron and coal and oil.

But most of the lands and most of the riches of our new America were not being used in George Washington's time. There were not enough people living here to use them. Almost all the white people in the United States lived near the shores of the Atlantic Ocean. West of where these people were, all the way to the Mississippi River, lived the Indians. The red people, of course, did not make much use of the rich soil and the fine timber all about them. Around the villages of the Indians roamed wild animals in numbers almost as great as in the very earliest times.

A great part of our new United States was still waiting for the people who could make good use of its riches. Think of such great cities as Chicago, Cleveland, Cincinnati, and Atlanta. When the United States began, only the wild animals and the Indians lived in the forests which then grew where these cities stand today.

Making Ready for Pioneer Farmers

What was our new country to do with all the wild, empty land it owned? The leaders decided it would be wise to get settlers to go to these lands and there make their homes.

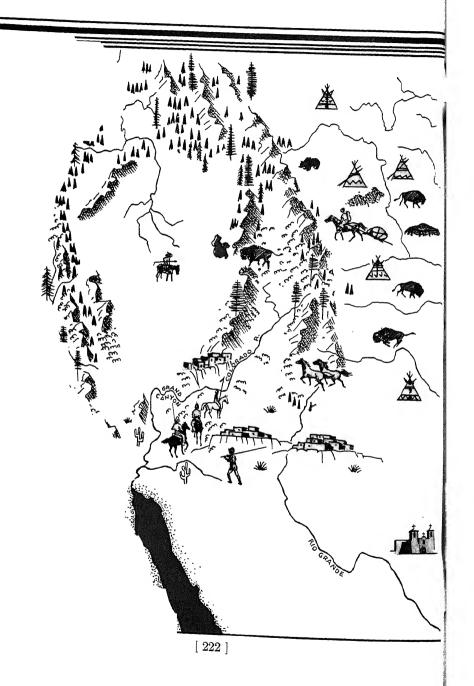
Dividing the land. One of the first things that was done was to divide the western land into squares, and then divide the squares into still smaller pieces of land.





Each piece of land, large and small, was given a number different from that of every other piece. This would help the farmer to choose the piece of land he wanted.

Journeying to the West. The price of the new land was very low. When the poor people in the older settlements heard about the good land, and how cheap it was, many of them got ready to move to the West. They were promised that when enough of them had gone to one of these western divisions that part of the country would be made into a state in the United States. The trip to the West was a long, hard journey in those days. But very soon white people were making their homes in the land that was later to become the states of Ohio, Indiana, and Illinois.



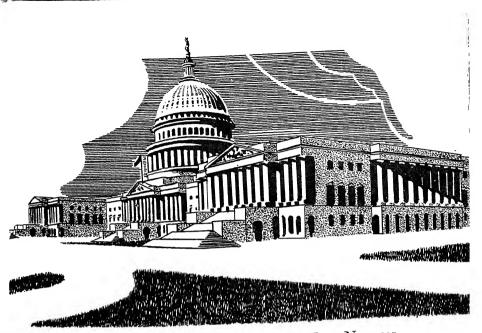


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In Chapter Twelve you learned about Daniel Boone and James Robertson and the forts they and their friends began in Kentucky and Tennessee. They went into the wild lands to live even before it was decided that there was to be any United States at all. They were happy when they learned that their new little towns, and all the forest around them, were a part of the new nation. Hundreds of families hurried over the mountain trails to join the first settlers in Kentucky and Tennessee. Kentucky was the first truly pioneer state in the United States, and Tennessee was the second.

- A. Study a map to answer these questions.
 - 1. Where are the five states mentioned in this story?
 - 2. What river separates Kentucky from the states of Ohio, Indiana, and Illinois?
- B. Choose from the list the things a farmer would look for when he chose lands for a new western farm home.
 - 1. a place where there were no trees
 - 2. a heavy forest
 - 3. the ground covered with large rocks
 - 4. many high hills
 - 5. a river or creek running through the land
 - 6. a place where there were groves of good trees and also openings where there were few trees





A NEW GOVERNMENT FOR A NEW NATION

What boy or girl does not know that Washington, in the District of Columbia, is our *capital* city? Look at the picture on this page. Could you name the building in the picture if you saw it somewhere else than in a history book? Of course you could. You knew at once that it was the *capitol* of our country.

When New York City was our capital. Would it seem odd to live in our United States and know that it had no true capital city and no capitol building at all? And no President and no White House for the President to live in? Our new country, after the colonies had won their freedom from England, had none of these things.

Of course the new nation had a government. For a time the meetings of the government officers took place

in New York City. The buildings used for the government were borrowed or rented buildings. Our government owned no buildings at first. A number of years passed before the first government buildings were built in the new capital city of Washington.

A small nation and a weak government. Only a few men, in those early times, spent their time doing the business of the government. Not many were needed, because the government was quite simple. Most of the men were in a Congress. They all met together in one group and made the laws. This Congress did not have much power to rule the people. It could not collect taxes from the people. The taxes were gathered by the states. Congress could not even settle the troubles the states had with each other. Such things as helping the farmers, or fighting forest fires, or sending out weather reports, or helping catch kidnapers had not even been dreamed of as work that the government should do.

Perhaps by this time you will begin to think that the first government of the United States was little better than no government at all. George Washington and other men of that time began to think very much the same thing.

- 1. When you write about Washington, our capital city, be sure to spell capital with a *tal*. If you are writing about our main government building write capital with a *tol*.
- 2. How many of you have been at Washington? Tell the class what you saw there.

A FRESH START

George Washington said, "We are one today and thirteen tomorrow." He meant, of course, that the thirteen states might not stay together to form a nation. He feared they would separate and that there would be no United States at all.

At last many of the people in America saw that, if they were to have a real nation, they must have a better government. Fifty-five of the leading men from the different states started on the long journey to Philadelphia. In that city they planned to hold a meeting to see what could be done about the government. Most of them traveled on horseback along the muddy roads, stopping to rest and sleep each night at some inn. One by one they came at last to Philadelphia.

One day a man rode into the city from the south. The others were glad when this man arrived. With him there, they thought their meeting would be a succes. You know who this man was, do you not? Yes, it was George Washington. Nothing very important happened in our new country in those days that Washington did not have a hand in.

The men at Philadelphia gathered in Independence Hall for their meeting. That was the place, you remember, where the Declaration of Independence was made. One of the men at the meeting was wise, friendly Benjamin Franklin, then a very old man. George Washington was chosen to be the leader. Soon the men were all hard at work at the task of making the good plan of government we Americans have today.

I. BECAUSE

On another paper write the numbers 1-5. After each number write a good ending for the sentence of that number.

- 1. Most land in America in Washington's time was not used because ____.
- 2. Many people wished to buy western land because _____.
- 3. The trip to the West was a long, hard journey because
- 4. At first rented buildings were used for the government because _____.
- 5. At first only a few men worked to do the business of the government because _____.

II. NEW WORDS

On your paper write the numbers 1-6. After each number write the word from the list which fits the phrase of that number.

capital	Congress	kidnaper
capitol	division	pioneer

- 1. a part
- 2. one who settles early in a new country
- 3. the city in which the government of a state or nation meets
- 4. the building in which Congress or a state legislature meets
- 5. one who carries off a person by force
- 6. a group of men who make the laws



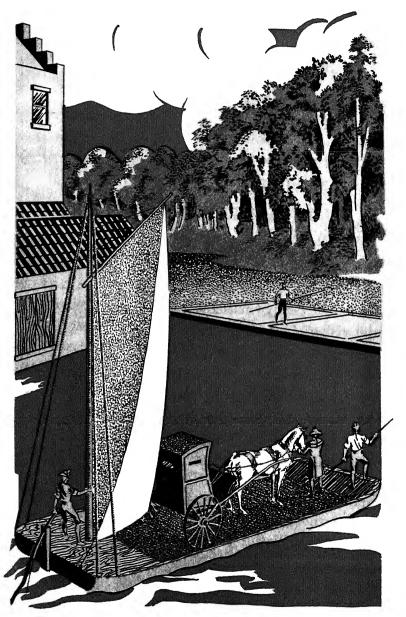
VI. THE NEW NATION

CHAPTER SIXTEEN. WHEN GEORGE WASHINGTON WAS PRESIDENT

THE PEOPLE AND HOW THEY LIVED

It is hard for us to imagine our country as it was in the time of George Washington. A traveler from France who visited America at that time said that our country seemed like a great wood. He wrote that wherever he went, "there was scarcely three miles together of open space." If he had visited some parts of the new nation beyond the Appalachian (ăp-à-lăch'i-ăn) Mountains, he would have found open grassy prairies. But in the parts where most of the people lived at that time, the land was covered with trees except where the timber had been cleared away to make farms.

It was not easy to travel about in those days. Most of the people in Washington's time lived on small farms or in scattered villages. Among the larger towns were Boston, New York, Philadelphia, and Charleston, all near the coast. The roads were poor, and it was not



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possible for the people to travel very much except by boats along the seacoast and on the larger rivers. Many of the roads were faint trails through the forests, full of stumps and stones. There were few bridges, and travelers often had to wade the smaller streams. Many of the larger streams were crossed by ferries. A flatboat or barge was used to carry the traveler and his team and carriage across the river.

Sending messages from one place to another was also difficult. In 1776 it took twenty-nine days for news about the Declaration of Independence in Philadelphia to reach Charleston, South Carolina, less than five hundred miles away. Today, of course, such news would get to all parts of the country in about as many seconds. We must remember that there were no railroads, no automobiles, no paved roads, no telegraph lines, and no telephones in our country at that time.

In some parts of the new nation, both in the towns and in the country, the people lived in comfortable homes and had plenty. In some places were fine farms even in that early day. Some of the best farms were in Pennsylvania. They were owned by people who had come from Germany. Their homes were often built of stone. On the farms were large barns with high doors through which loaded wagons could be driven.

A traveler from South America who visited Boston and other parts of New England about that time noticed that many of the people were well educated. He

wrote about his visit to Harvard College and to the homes of artists and writers. The people of the villages and farms that he met worked hard and saved. He said they were "a thousand times happier than the people of Mexico and South America."

In the South rich plantations were to be found. Farther up in the mountain valleys were small farms where people from Scotland and Germany had settled. Baltimore, Maryland, was one of the larger towns. Charleston, South Carolina, was a busy place. Many rich planters spent the winter months in this gay city.

A little less than four million people lived in all the thirteen states when Washington became President. The state of New Jersey today has more people than lived in all the states in 1789. New York has three times as many people and Texas more than one and a half times as many as made up the whole nation at that time.

Choose six phrases that tell about our country at the time George Washington was made President.

- 1. much land covered with trees
- 2. many large cities
- 3. few good roads
- 4. long bridges over the rivers
- 5. flatboats on the rivers
- 6. steamboats on the ocean
- 7. good farms in Pennsylvania
- 8. rich plantations in the South
- 9. nearly four million people
- 10. railroads in the cities



"FIRST IN PEACE"

You know that the United States became a nation after the War for Independence. Who should be chosen as the first President of the nation? There was no doubt in the minds of the people about this. They felt that George Washington, the wise and able leader in the war, was the best man in the nation for this office.

Washington at Mount Vernon. George Washington did not wish to be President. He had given the best years of his life to help his country. Only once during the years of the Revolutionary War did Washington visit his home, Mount Vernon, in Virginia. He loved this beautiful place overlooking the Potomac (pō-tō'-māk) River. Now he wanted to stay there to look after his plantation. He wanted to make his farm still better.

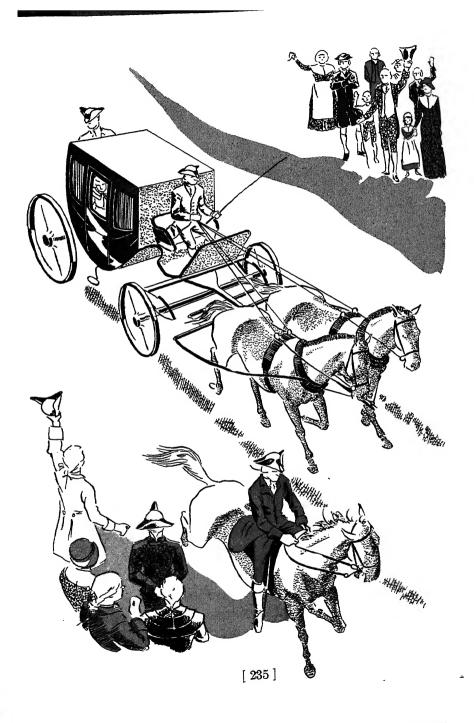
Washington's many friends gave him gifts of all kinds. His library was full of books received from all over the world. The governor of New York sent him trees and ivy plants. Henry Lee of Virginia sent chestnut trees. From General Lincoln in New England

came pine and fir trees. From a French nobleman he received grape vines, and his friend Lafayette (lä-fä-yĕt') sent beautiful game birds for his fields. Another friend gave him deer for his woods.

Washington planted his gardens with flowering plants and trees—lilacs and roses, orange and cherry trees. Around the house he placed flowering shrubs and wild thorn and crab apple trees. These and many other plants made the grounds of Mount Vernon a real flower garden. Washington loved to ride in the morning over his broad acres to look after every piece of work which was going on. All the people who worked and lived on his farm came to him for advice and help.

Washington's duties as President. Washington must now leave his beloved Mount Vernon and turn to the cares and worries which he knew would come to him as President of the nation. With a sad heart he set out on the journey to New York, which was then our capital city. The roads were bad and the journey was long; Washington was several weeks on the way. He must





have felt well paid for the sacrifices he was making, for all along the way the people came out to greet him and to hold celebrations in his honor.

On April 30, 1789, George Washington became the first President of the United States. One of his first tasks was to select the men who were to help him in his work as President.

Is IT TRUE?

- 1. Washington wanted to be President
- 2. Washington was a wise and able leader in the war.
- 3. Mount Vernon is in the state of Maryland.
- 4. Mount Vernon is on the Potomac River.
- 5. It took seven days to go to New York from Mount Vernon.
 - 6. Washington's friends gave him many gifts.
 - 7. Philadelphia was then our national capital.

ONE OF WASHINGTON'S HELPERS

Alexander Hamilton, the college boy. When he was a boy of fifteen, Alexander Hamilton left his home on one of the islands of the West Indies, and went to live in New York. Soon he became a student in what was then called King's College. He worked hard at his studies. The young student often listened to the hot arguments going on about the rights of the colonists. One night he went to a meeting where speeches were being made. No one invited him to speak, but he went forward to the platform and made a speech anyway. The people who heard him were surprised to think that so young a boy

could make such a good speech. He showed them that already he was a good American patriot.

When the war to free the colonies from England began, Alexander became a soldier. He helped his general, George Washington, to take care of the other soldiers. Whatever he did he did well, and Washington was pleased with his young helper.

Getting the new government started. Alexander Hamilton did not like the way things were going in America when our country first became a free nation. He thought the government should be able to make laws about taxes and trade that all would obey. He was glad to go to Philadelphia to help make the Constitution we have today. He knew, too, that his old friend, George Washington, was just the man to elect as the first President. He was certain that better times would come to his adopted country with the new Constitution, and with George Washington as President.

One of the first things the President did was to name Alexander Hamilton Secretary of the Treasury. The new secretary went to work to make plans for taxing the people so that debts could be paid and the expenses of the government could be met. Often the people did not like Hamilton's plans. But nearly all the plans were carried out. The new nation soon began to be strong Good times came, and the people began to like their new government. It has often been said that the plans of Hamilton saved the young nation from ruin.



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From the list below choose three main ideas in this story.

- 1. In college Hamilton was a young patriot.
- 2. Hamilton helped to make the Constitution of our country.
- 3. Hamilton did good work as Secretary of the Treasury.
- 4. Hamilton came from the West Indies.

THE BEGINNINGS OF OUR CAPITAL CITY

You have just learned that New York was the capital of our new nation when George Washington was made President in 1789. But it was the capital for only a short time. The men who came from the South to work in Congress thought the capital city should be farther south than New York. At last it was agreed that Philadelphia should be the capital for ten years. George Washington was asked to find a place for a lasting capital still farther to the south. He selected a piece of ground on the Potomac River, not very far from his home at Mount Vernon, but on the opposite side of the river. Here a large area was marked out and given its present name, the District of Columbia.

Washington often traveled from Philadelphia to the ground where the capital city, Washington, was to be built. An engineer helped him in laying out some of the principal streets of the city-that-was-to-be. The ground was rough, much of it was swamp land, and a great deal of work was necessary before the first government buildings could be begun. In the year 1800 some of the buildings were nearly finished, so Congress and the President moved to Washington and went on with their work. But this President was not George Washington. It was John Adams, our second President. Two years after leaving office George Washington had died in 1799 at his Mount Vernon home.

- 1. Why do you suppose some of the men in Congress wanted our capital to be farther south than either New York or Philadelphia?
- 2. Washington served for two terms as President. When did his work as President begin, and when did it end?
 - 3. Our capital is not in any state. Where is it?

THE NEW NATION AND ITS NEIGHBORS

While Washington was President, our country had trouble with several of the nations of Europe. France felt that the United States should help her in her war with England because France had helped the American colonies in their war against England. But Washington said that this country should have no part in the quarrels and wars between nations in Europe. For the weak young nation Washington's opinion was surely right, but many people who lived in America at that time did not agree with him.

The English kept some of their soldiers in the forts along the Great Lakes although they had agreed to give up the forts. The property of English subjects had been taken by Americans in the war. Our government had agreed to give this property back to its owners, but had not done so. This made England angry. A treaty, or agreement, was made with England which settled some points of the argument; others were left unsettled and came up later to make trouble between the two countries.

Just before Washington ended his term as President, he wrote a last message to the American people. It is called the "Farewell Address." He urged all good Americans to work for the good of the entire country. He wanted his country to keep out of the quarrels between other nations.

I. GEORGE WASHINGTON

On another paper write the numbers 1–12. After each number write the word or words that belong in the blank of that number.

George Washington called his great farm (1). The farm lay on the banks of the (2) River. He did not like to leave his farm to become (3). But he made the long journey to (4), which was then our (5), to begin his new duties.

As his Secretary of the Treasury Washington named <u>(6)</u>. The new secretary made plans to <u>(7)</u> by getting the people to pay <u>(8)</u>.

The new United States of George Washington's time had some troubles with the two nations, _(9) and _(10). Washington gave a message to the people called the _(11) _(12).

II. NEW WORDS

On your paper write the numbers 1–8. After each number write the word which fits the sentence of that number.

trail	ferries	flatboats	plantations
treaties	patriot	forts	capital

- 1. The narrow ____ was the only road through the woods.
- 2. Travelers crossed streams on _____ instead of bridges.
- 3. A ____ is one who loves his country.
- 4. Washington, D. C., is the ____ of our country.
- 5. Agreements made between countries are called _____.
- 6. The ____ along the lakes were held by English soldiers.
- 7. The large farms of the South are called _____.
- 8. People floated down the rivers on _____.

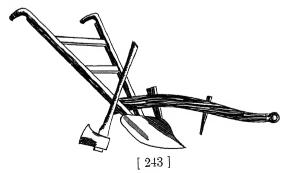
III. THINGS TO DO

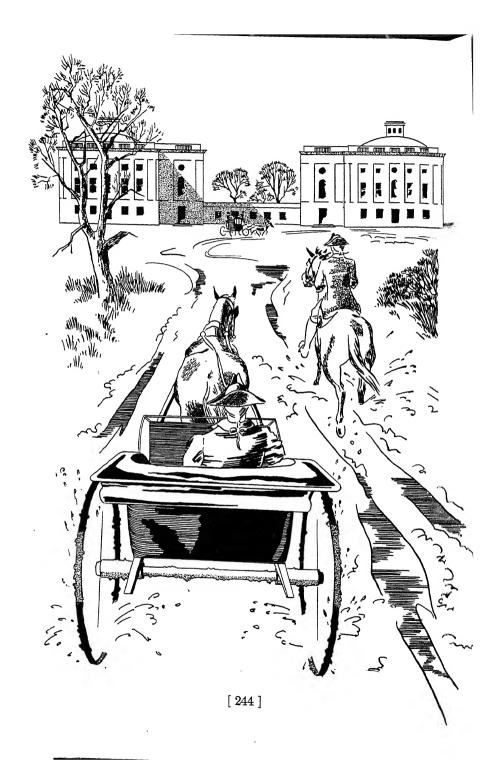
From the list below choose an activity that you would like to do. You may want to work alone or as a member of a group working on the same activity. Share the results of your work with the other members of the class.

1. Make a Washington booklet for your library table. Read other books that will help you. This outline may help.

Washington as a Virginia boy
The young surveyor
The messenger to the French
The leader of the soldiers
The good farmer
The wise President

- 2. Plan a strip of pictures on a long piece of wrapping paper. Make pictures of the important events in the story of our country. After reading each chapter in your book, decide on the best scenes to make for the frieze, as the strip of pictures is called.
- 3. Plan a notebook in which to keep a record of interesting things that you learn about in American history. In your notebook draw a map of our country as it looked when Washington was President.





CHAPTER SEVENTEEN. GAINING NEW LANDS FOR THE NATION

A NEW PRESIDENT AND A NEW CAPITAL

Thomas Jefferson. Thomas Jefferson helped to make the country a great nation. When he was an old man, he wrote what he thought were the three greatest things that he had done in his lifetime. These were the writing of the Declaration of Independence, the passing of a law in Virginia which gave everyone the right to worship as he pleased, and the founding of the University of Virginia.

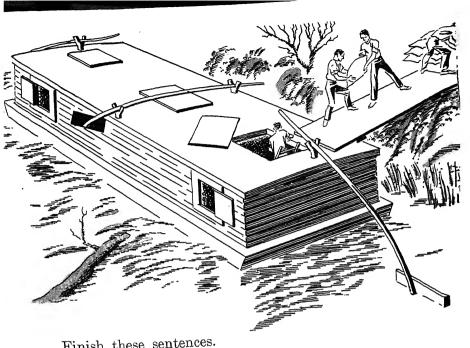
As a boy Thomas Jefferson was strong and athletic. He enjoyed outdoor sports such as horseback riding and hunting. Much of his busy life was spent at his home at Monticello (mŏn-tĭ-sĕl'ō). He took a keen interest in the work on his farms and plantations. When in Europe he traveled about a great deal to learn all he could about the life of the people. It is said that he examined every useful tree and plant he saw, and learned all he could about them. He sent seeds and plants to his friends in America and urged them to raise Italian cherries, apricots, almonds, and other fruits and vegetables. He was never satisfied until he had learned all about whatever came to his attention. All that he learned he shared freely with others.

Jefferson did all he could for the poor people. He wanted them to be able to vote and to hold office. He did not believe that the rich people should do all the ruling in the new United States. In the year 1800 the people elected him to the office of President.

The new capital. Before Mr. Jefferson became President, the capital had been moved from Philadelphia to the new city of Washington. Neither the house which was to be the home of the President nor the capitol building was yet finished. The city of Washington was much like a country village. The streets were not paved, and carriages of travelers often got stuck in the mud. It is said that people found it hard to make their way after dark through the streets in the dim light of the oil lamps.

When the time came for the new President to be inaugurated (in-ô'gū-rā-tĕd) or placed in office, Mr. Jefferson left his rooms and walked across the street to the Capitol. He entered the Senate Chamber and there took the oath of office to support the Constitution and faithfully to carry out the laws of the nation. The affair was very simple as President Jefferson did not like show or display. He did away at once with the grand weekly parties which Presidents Washington and Adams had held.

President Jefferson at once cut down the expenses of the government as much as possible. He believed that only a small army and navy were needed and saw to it that very little money was used in building new ships. He wanted to pay the debts which the nation owed.



Finish these sentences.

- 1. When he was a boy Thomas Jefferson enjoyed ____
- 2. Jefferson's home was called ____.
- 3. He became President in the year ——.
- 4. He cut down the expenses of ____.
- 5. He did not have weekly ——.
- 6. He spent little money on building new ——.
- 7. Jefferson traveled in ____.

THE PURCHASE OF THE LOUISIANA TERRITORY

The Mississippi River was the western boundary line of our country when Thomas Jefferson became President. To the west of the great river lay the Louisiana Territory which belonged to France. This land stretched from the mouth of the Mississippi northwestward t the Rocky Mountains.

Near the mouth of the Mississippi, both banks of the river belonged to Louisiana. The small strip of land on the east bank was known as the Isle of Orleans. On it was located the city of New Orleans (ôr'lē-ĕnz). France, you see, owned both banks of the river near its mouth.

Trade on the Mississippi. Our new settlers who lived in Kentucky and along the Ohio River shipped lumber and grain on boats down the Mississippi River to New Orleans and then on ships to the eastern states. There were also many things which the western settlers needed to buy from the people in the East. They needed machinery for the mills that sawed their lumber and ground their grain, and tools for blacksmith shops. They needed cloth and many other things which they could not make for themselves. Nearly all these things had to be brought to the settlers up the Mississippi River.

Napoleon Bonaparte (bō'nā-pārt) ruled France at this time. He thought he would make a strong colony in Louisiana. He sent word that the Americans could no longer have the free use of the Mississippi River for their trade. The western people did not like Napoleon's plans. They wanted our government to do something to keep the river open.

The purchase. President Jefferson felt that the best way out of the trouble was to buy the Isle of Orleans. This would give our nation the ownership of the east bank and the right to use the river for trade. At first

Napoleon refused to sell. Then he suddenly changed his mind and offered to sell all of Louisiana Territory. In a short time a bargain was made. The price was fixed at \$15,000,000. After the papers had been signed, Mr. Livingston, our minister to France, arose and, shaking hands all around, remarked, "We have lived long, but this is the noblest act of our lives." Was this not true? Without the land west of the Mississippi River, from which many states have been made, would our country have grown into the strong nation which it has become?

Make a list of the things the western settlers had for sale and a list of the things they had to buy.

Across New Lands with the Bird Woman

If you were to visit one of the city parks of Portland, Oregon, you would find there the statue of a young Indian woman, Sacajawea (sä-kä-jä-wā/ä), which means Bird Woman. The city wished to honor her because she had, long, long ago, helped so much in a very difficult and important task.

You have read how that land known as the Louisiana Purchase came to be added to our country. Even before the purchase had been made, President Jefferson had wanted to send out a party of men to explore the country. Now he was anxious to find out all he could about this new land which had become a part of the United States. He wanted to learn about the Indian tribes that lived there. He wanted to find out about the





plants and trees and animals to be found on the great plains and in the mountains far to the westward. More than anything else he wished to find a route all the way across to the Pacific Ocean. To lead the band of explorers, Mr. Jefferson chose his young friend Meriwether Lewis and a brave, careful officer named Captain William Clark.

Up the Missouri River. On May 14, 1804, the little party started out from St. Louis. Making their way up the Missouri in boats, the explorers stopped from time to time to hold councils with the Indians. Many articles were taken along to be used as presents to the Indian chiefs. Knives, hatchets, beads, mirrors, and gay clothing delighted the hearts of the simple red men.

All the long summer the explorers paddled and poled their boats up the great river. Late in the fall they arrived at a place near where Mandan (Măn'dăn), North Dakota, now stands. It was decided to spend the winter with the Mandan Indians. Cabins somewhat like those of the Indians were built, and the men went into winter quarters.

The Bird Woman. One day a young Indian woman only sixteen years of age came into the camp. With her was her husband, a hunter and fur trader, whose name was Charboneau (shär-bon-no'). This trader, who was of French and Indian blood, could speak English as well as several Indian languages.

Captain Lewis saw at once that Charboneau could be

of great help in talking with the Indians whom they would meet. So the trader, who could speak the language of the Indians, was hired to go with the party. The captains did not realize at first that the young Indian woman would prove to be of greater value on the journey than her husband. The Bird Woman as a child had been taken from her far-away home beyond the mountains and had been treated as one of their own tribe by the Minitaree (mǐ-nǐ-tä-rē') Indians, who were neighbors of the Mandans. Charboneau had bought her from the Minitarees and had made her his wife.

When spring came and it was time again to start on the journey, the Bird Woman went with the explorers. The party kept on up the Missouri River until the mountains were reached. Here the explorers had to leave their boats and travel forward on foot. The Bird Woman carried her young baby on her back and marched right along with the men. She knew that somewhere beyond the mountains were her old home and her people. In these valleys her people had come to hunt. Through these passes in the mountains the men of her tribe had come out on the plains to hunt the buffalo.

The two captains came to look to the Bird Woman for help in finding the trails through the wilderness. Sometimes she was not quite sure of her way. It had been a long time since she had come that way, and the trails and passes were hard to find. Just when the food

was almost gone, Lewis and Clark found some Indians who lived in the mountains.

A few days later, Sacajawea was overjoyed to find her brother, who was now a chief of this tribe of mountain Indians. At first he did not trust the white men, but the Bird Woman made him believe in their friendly feeling. She told her brother that the white men had been kind to her and got him to bring food and horses so that they might continue their journey.

The young chief sent some of his braves to guide Lewis and Clark through the mountain passes until at last they reached the streams which flow westward into the Clearwater River. In boats that the Indians gave them they continued on their journey until they came to where the Clearwater joins the Snake River.

A city has been built on each side of the Snake River at this point. These towns were named after the leaders of this party—Lewiston, Idaho, and Clarkston, Washington.

Down the Columbia River to the ocean. Lewis and Clark and their men made their way down the Snake River and the Columbia River to the Pacific Ocean. Here at the mouth of the great river a camp was made. The explorers were glad to rest there during the winter months.

Captain Lewis kept a careful account of everything he saw and learned on the journey across the plains and through the mountains. The two leaders made maps of the country and described the life of the many Indian tribes that they had visited. In these accounts they spoke words of highest praise for the brave Bird Woman. Not only did she help them to find the way and to make friends with the Indians, but by her example of courage and patience she helped the whole party to overcome the hardships of the long journey.

From the phrases below choose those that best describe the Bird Woman.

- a young Indian woman
- a good guide
- a friend of the explorers
- a person of great courage
- a patient person
- a French girl
- a helpful person
- a good fighter



I. ABOUT THOMAS JEFFERSON

Copy on a piece of paper the numbers of the sentences that are true about Jefferson.

- 1. He was our third President.
- 2. As a boy he was weak and sickly.
- 3. He believed that people should have any religion
- 4. He liked great parades and fine, showy carriages.
- 5. He was interested in the things around him.
- 6. He wanted the government to spend a great deal
- 7. He wanted the country to have a great, strong army.
- 8. He thought poor men should have the right to vote.

II. MATCHING

Write numbers 1-8 on your paper. After each number write the correct letter. (The first one will be 1-b.)

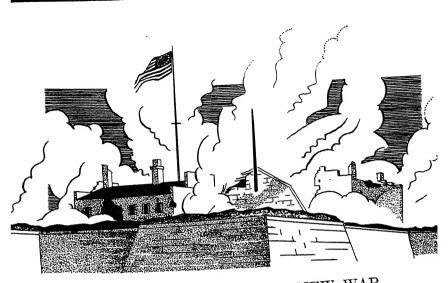
- 1. Monticello
- 2. Rocky Mountains
- 3. Napoleon
- 4. Louisiana Territory
- 5. Sacajawea
- 6. Portland
- 7. Columbia River
- 8. St. Louis

- a. Crossed by Lewis and Clark
- b. The home of a President
- c. Followed by Lewis and Clark to the Pacific Ocean
- d. Guide for some explorers
- e. The land bought by President Jefferson
- f. A town on the Mississippi River
- g. A man who sold a great piece of land
- h. Where a statue of the Bird Woman stands

III. THINGS TO DO

- 1. On an outline map of the United States color the Louisiana Purchase red.
- 2. Make a picture map to show the route followed by Lewis and Clark on their journey.
 - a. Show the party leaving St. Louis.
 - b. Show boats on the Missouri.
 - c. Show members of the party trading with Indians along the bank of the river.
 - d. Show the cabins that were built near Mandan, North Dakota.
 - e. Show the Bird Woman leading the party over the mountains.

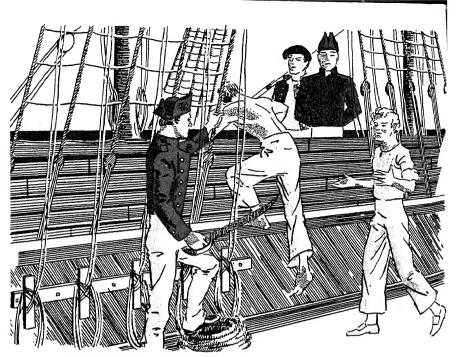
Read the story carefully to find other pictures.



CHAPTER EIGHTEEN. A NEW WAR FOR INDEPENDENCE

The young American nation grew and did well in its early years. The new farms in the states beyond the Allegheny (ăl'ē-gā-nĭ) Mountains produced wheat and livestock; the plantations in the South raised rice and cotton; fish and lumber came from New England. Our ships carried these products to all parts of the world. Trade with other nations was the chief source of the people's wealth.

England and France at war. These good times did not last. France and England were still at war. Each nation tried to injure the other by cutting off its trade with other nations. Our merchant ships which carried cargoes to France were seized by the warships of England. Napoleon then said that if our ships attempted to enter the ports of England, the French would take them.



Impressment. American sailors were taken off our ships and forced to serve on the British ships. There was some excuse for this, as many British sailors had deserted the British navy to serve on the American merchant ships where wages were high. In taking off these deserters the British officers sometimes took American sailors as well. This was called "impressment" (ĭm-prĕs'mĕnt).

The embargo. What was to be done? Our government tried to have England and France agree to leave our hips alone, but with no success. In 1807 President efferson had Congress pass the Embargo (ĕm-bär'gō) Act, which forbade our ships to leave harbor. President Jefferson thought England could not get along without our products and would have to let our ships sail freely.

But the embargo hurt our people much more than it did the English. Soon our ships lay idle at the wharf, and thousands of tons of products lay spoiling in warehouses. Our merchants became very angry. They said they would rather run the risk of having their cargoes seized at sea than to have the ships rot at the docks. Soon the Embargo Act was canceled, or repealed.

Choose the right word from the list for each sentence. cargo repealed embargo impressment

- 1. The ____ is the load of goods on a ship.
- 2. ____ was a way of forcing American sailors to serve on the ships of another country.
- 3. The ____ made it impossible for us to ship goods to England.
- 4. The Embargo Act was ____ so that we could again trade with England.

The nation at war. About this time President Jefferson's term of office came to an end, and James Madison, another Virginian, became President. President Madison tried to settle the quarrels with France and England peacefully, but he failed.

At this time there was in Congress a spirited young man from Kentucky named Henry Clay. He thought that our country had suffered too many insults from the British. He believed that we should raise an army, march into Canada, a British possession, and take that country for the United States. Under Clay's influence our Congress declared war against England.

Our country was not prepared for war. The army was small, and there were only fifteen ships in our navy, while the British fleet numbered more than a thousand ships.

This war was called the War of 1812 because it began in that year. It was soon found that our soldiers could not march into Canada as easily as Clay had supposed. When they tried to do so, they were beaten time and again. But our ships won a number of battles at sea and did great damage to English merchant ships.

We cannot give a full account of the war in this little book. The following stories will help you picture some of the interesting events.

"Old Ironsides." A few years ago the school children all over our land were asked to give money to repair an old ship which lay neglected in one of our navy yards. A large sum of money was raised and the old war vessel, the "Constitution," was made to look much as it did when it sailed the seas over one hundred years ago.

If you visit the city of Boston you will be interested in going down to the navy yard to see this old ship, which is anchored there. She has been affectionately renamed "Old Ironsides" in honor of the victories which she won. You will find the ship rigged out just as she was long years ago. The great masts which carried the immense sails tower up toward the sky. The short old-fashioned cannon seem to peer out through the windows or portholes. As you stand on deck, perhaps you

can imagine yourself at sea with shot and shell from enemy guns flying overhead.

We had few warships in the War of 1812 and were no match for the strong British navy. So it was that our ships went out singly or two together to destroy the English trading ships wherever they could be found. When a squadron (skwŏd'rŭn), or group of ships, was met, it was up sail and away with all speed. But if there was only one enemy ship, the American vessel would often give battle. The "Constitution" defeated a number of British ships in the course of the war and became the pride of the American people.

With Captain Perry on Lake Erie. The American armies in the War of 1812 found that they could not march into Canada. Soon it began to look as if the British armies might move into our country and perhaps win back what was known as the Northwest Territory. This territory had been won for the United States by George Rogers Clark during the War for Independence. Now if the British soldiers could take this rich land away from the Americans and add it to Canada, it would be a great victory for the English.

The British had a fleet on Lake Erie and were planning to move soldiers across into the United States. How could they be stopped? Young Captain Oliver Perry was given this task, and what a task it was, for he had neither ships nor sailors.

He set to work at once to build ships from the timber

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which stood on the shores of the lake. He cut down the trees and sawed the logs into lumber for his ships. Then he taught the backwoodsmen how to sail his roughlymade vessels. After months of toil he was ready to fight the British.

Captain Perry put out into Lake Erie in September, 1813. He named his flagship the "Lawrence" after Captain Lawrence, the brave commander who had lost his life in a battle with the British. On a flag floating from the masthead were these words, "Don't give up the ship." These were the dying words of Captain Lawrence.

After a hard battle Perry's ships defeated the British fleet and won control of Lake Erie. "We have met the enemy and they are ours," wrote Captain Perry to General Harrison after the battle. After the victory General Harrison was able to cross with his army into Canada, where he won the Battle of the Thames. This put an end to the danger that the British would win back the Northwest Territory.

"The Star-Spangled Banner." While the war was going on, the British sent ships carrying soldiers to take [262]

Washington, our capital city. The soldiers landed on the shore of Chesapeake (chĕs'ā-pēk) Bay and marched to Washington. This alarmed President and Mrs. Madison, who, in fear of being captured, at once left the city, taking with them whatever of value they could.

The Capitol and the White House were burned by the British soldiers, and many priceless records were destroyed. After this victory the British army went on to Baltimore, but was driven back and gave up the attack.

During the fighting at Baltimore a young American, Francis Scott Key, was held on one of the British ships. All through the night he could hear the roaring sound of the cannon as they fired on the city. In the dim light of the early morning he could see the American flag still flying over Fort McHenry, which guarded the city. He was so stirred by the sight that he wrote the beautiful poem that has ever since lived in our national anthem, or song, "The Star-Spangled Banner":

'Tis the star-spangled banner; O long may it wave O'er the land of the free And the home of the brave!

Andrew Jackson and his soldiers at New Orleans. As a boy Andrew Jackson learned to dislike British soldiers. His two brothers lost their lives in the War for Independence, and his mother died while nursing American soldiers who were sick in one of the British prison

camps. Andrew, himself, though only a boy, was held for a time in one of these prison camps.

When he grew up, Andrew left his old home in North Carolina and went west to the new Tennessee (tĕn-ĕ-sē') Territory. He was a bold, fearless young man and soon became a leader among the westerners. When the Indians made trouble, as they often did, Jackson led the settlers against them. Like many other men of the wilderness, he came to fear and hate the Indians. Andrew Jackson was a man who loved his friends and hated his enemies. He never got over his feeling toward the British and the Indians. He was loyal to his friends and to his country and was ready at all times to fight for what he thought was right.

When trouble with England came up again, Jackson agreed with Henry Clay that something should be done to keep England from interfering with American rights. The people of the West were angry, for it was suspected that the British were supplying the Indians with guns with which to fight against the settlers. It was learned that a British army was being sent to take New Orleans at the mouth of the Mississippi River. Our government told Andrew Jackson to gather the fighting men of the West and to defend New Orleans against the British.

After a long, hard march, General Jackson's little army reached New Orleans. The river below the city had been blocked, and the British soldiers had to march across the swampy land to attack the city.

General Jackson's men must be defeated before the city could be taken. This did not seem to be a difficult task for the well-trained British soldiers, who outnumbered the Americans. But the Americans could shoot very straight with their rifles. Each time the British soldiers advanced, they were driven back. They could not drive away Jackson's army, and so they could not capture New Orleans.

As the news of his victory reached our people, Andrew Jackson became a popular hero. You will learn in later stories how the people elected this famous soldier to be President of the United States.

I. A MATCHING GAME

Write the numbers 1-9 on a piece of paper. After each number write the letter that belongs with the sentence that tells about the man named. (The first one will be 1-f.)

- 1. Captain Lawrence
- 2. Andrew Jackson
- 3. Francis Scott Key
- 4. Henry Clay
- 5. Oliver H. Perry
- 6. James Madison
- 7. Thomas Jefferson

- a. He wrote a famous song.
- b. He tried to keep his country out of war.
- c. This soldier became President.
- d. He had a law passed ordering our ships to stay at home.
- e. He built some ships and won a battle.
- f. His last words became a battle cry.
- g. His words stirred his country to begin a war.

II. BECAUSE

Write the numbers 1-3 on your paper. After the numbers write the letters found in front of the correct endings.

- 1. The Embargo Act was repealed because
- 2. "Old Ironsides" was restored because
- 3. The British could not take New Orleans because
- a. she had defeated many British ships in the war of 1812.
- b. it hurt the trade of the United States.
- c. Andrew Jackson and his men always drove them back.

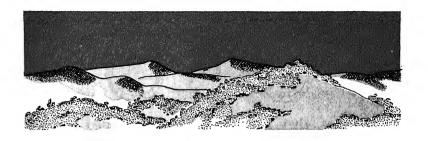
III. WHERE?

On your paper write the numbers of the questions, and after each number write "Yes" or "No" to show the answer to that question.

- 1. Is Cape Horn at the southern tip of South America?
- 2. Is the Columbia River in the Oregon country?
- 3. Is Oregon in the Southwest?
- 4. Is "Old Ironsides" at Boston?
- 5. Is Lake Erie in the northern part of our country?
- 6. Is the Chesapeake Bay near Washington, D. C.?
- 7. Is New Orleans at the mouth of the Mississippi?
- 8. Are the Rocky Mountains in the eastern part of

IV. THINGS TO DO

- 1. List the products we shipped to England in 1800. Beside each name of a product write the part of our country
 - 2. On a map trace Captain Gray's voyage to the Columbia.



VII. NEW HOMES AND NEW WAYS OF LIVING

CHAPTER NINETEEN. ACROSS THE MOUNTAINS

A TRIP ON A FLATBOAT

The new United States had in it thousands of acres of rich land where no farm crops had ever been grown. Most of these wild lands lay to the west of the Appalachian Mountains. When people in the older parts of the country heard about the richness of the western soil, many of them wanted to move west and make their homes there. When they heard that the government had divided the new land and was ready to sell it at a low price, they were still more eager to move.

The journey to the west was sure to be long and tiresome and dangerous. But the last part of the journey was easier than the first. This was because big rivers like the Ohio flowed right out across the lands where the people wanted to begin their new farms. When the people reached one of these rivers on the way to their



new homes, they built boats and continued on their journey floating down the river.

What the flatboats were like. If we could have stepped aboard one of the old flatboats, we should have found that they were really great rafts. Often a small cabin stood on the raft, and here the family lived while the down-river journey was being made. On the raft, also, we should have seen a spinning wheel, trunks, feather beds, bags of corn and wheat, plows, and yokes for the oxen. Penned here and there on its deck there were pigs, cows, and oxen. Perhaps we should have heard hens clucking and ducks quacking in their small crates. The farmers and their families took with them on the flatboat voyage almost everything they would need in the new home.

Floating down the river. Sometimes the people had exciting times as they floated downstream on their clumsy boats. An English traveler tells us about his journey on a flatboat. Some of the things he speaks about make it clear that a flatboat voyage gave travelers plenty of thrills:

We had not gone very far before we found that it was impossible to manage our clumsy vessel with our few hands.

We were almost at the mercy of the current, which seemed to increase in rapidity every minute. But we kept in the middle of the stream until the wind sprang up and drove us onto the south bank of the river, where there was a great cracking and breaking of limbs from the trees, snapping, screaming and shouting.

As fast as we cleared ourselves of one tree, the current bore us down upon another, and as soon as we were clear above water, we were entangled below. But what was worse than all, a snag had struck and unshipped our rudder, and we went floating away without it.... One of our men climbed ashore on the branches of an oak to rescue it. He did so, but down he and the rudder came together—his only hope being that we could catch him as he and the rudder went drifting by. We did, and in an hour's time the rudder was again in place, and we were off.

From the list choose three main ideas in the story.

- 1. Many people wanted to cross the Appalachian Mountains and buy some of the new rich farm lands.
- 2. The flatboat was one of the best ways to reach the new lands.
- 3. A flatboat is large.
- 4. Journeys on a flatboat were often exciting.

AUGUSTE CHOUTEAU, THE BOY PIONEER

Not many boys have had the chance to start a town which grew into a great city. But the boy in this story, Auguste Chouteau (ô'gŭst shoō-tō'), helped to start a town which has grown into one of the great cities of our country. Auguste lived with his widowed mother in

what was then the little French town of New Orleans. When his mother married Pierre Laclede (la-klēd'), a fur trader, the family got ready to move far up the Mississippi River. Pierre Laclede wanted to find a good place to trade with the Indians for furs.

The journey up the big river was made in great flatbottomed boats. The men who made the journey had to work very hard to push the boats up against the current with their long poles. Sometimes they went ashore and pulled the boats along by means of ropes. It was a long, slow voyage, but Auguste Chouteau, twelve years old, found every minute of it interesting and exciting. At last, at the end of many weeks, the travelers came to some small towns where a few French people lived. This was long before American settlers had moved so far toward the west.

But the small towns were east of the Mississippi River, and Pierre Laclede wanted to carry on his trade west of it. So he took Auguste with him in a small boat and went to look for a good place at which to start a trading post. At last, on some high ground on the west bank of the river, Laclede found a place that suited him. He made marks on the trees with his axe, and then he and Auguste went back to the French towns.

Late that next winter thirty men started in boats to go to the place where the new post was to be built. In one of the boats was Auguste Chouteau. And the boy was in charge of the men! He told them where to draw



up their boats. He showed them the marks on the trees and set them to work cutting down trees. The trees were cut into logs, and the logs set up on end, close together, to make the walls of a building. There Pierre Laclede was to carry on his trade with the Indians.

After a few months Pierre Laclede's family moved to the new place. Then other families came. New houses were built, and soon there were so many that three streets were laid out. Then soldiers came and built a fort. From the very first the little new town had a name. It was named St. Louis. The town that was begun by a twelve-year-old boy kept growing until at last it became the great St. Louis of today.

- 1. Find New Orleans and St. Louis on a map in your geography book.
- 2. Why was St. Louis a good place at which to start a trading post?
- 3. Find out which city in the United States is the largest fur market today.
- 4. On your map do you see a great river coming down from the northwest to join the Mississippi? What is the name of this river? Do you think this river had anything to do with the fur trade?

Another "Mayflower"

Do you remember about the "Mayflower," the ship that brought the Pilgrims to Plymouth? This story is about another "Mayflower." This "Mayflower" did not sail across the ocean. It floated on the swift current of

the Ohio River. But the people on board might be called Pilgrim Fathers, too.

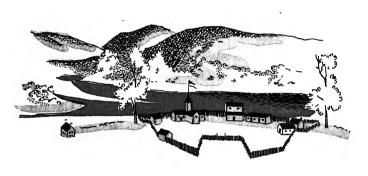
General Rufus Putnam (roof'ŭs pŭt'năm) had been a soldier under Washington in the war that made America free. Around him he had many neighbors who had also been soldiers in the war. When they heard about the rich lands west of the Appalachian Mountains, they decided to form a company, go to the west, and start a new town.

Soon a band of men started to go to the new lands the company had received from the government. At first they followed a rough, muddy road that led them across Connecticut, New York, and Pennsylvania. At last they came to a stream that flowed into the Ohio River. Here they cut down trees, squared some of the logs, and cut others into boards and planks. By means of great spikes and long wooden pins they fastened the timbers together to make the frame of a small ship. Then they covered the frame with the planks and boards and made all the cracks tight with pitch from the pine trees. The boat was large and strong enough to carry most of the men and their supplies down the rough river. Rufus Putnam named the new boat the "Mayflower."

Away went the "Mayflower" down the river. The men carefully watched the wooded banks of the stream. They feared an attack from the Indians, but none came. After many days and much hard work to keep the boat off sandbars and away from the overhanging trees, the

men saw, far ahead of them, an American flag waving from a tall flagstaff. They were happy, for they knew that just under that flag was Fort Harmar.

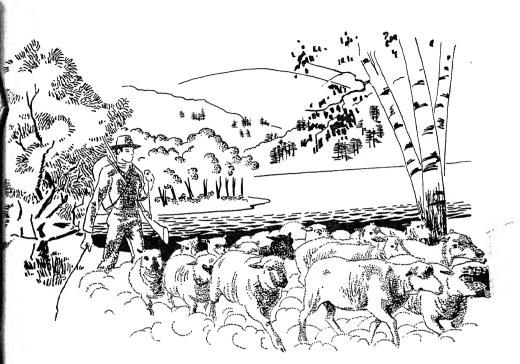
Soon the log fort came into view. Opposite the fort, on the bank of the Muskingum (mus-king'gum) River, Rufus Putnam and his men began building their new town. They named it Marietta (mâr-ĭ-ĕt'a) in honor of the Queen of France. Marietta is the oldest town begun by Americans west of the mountains and north of the Ohio River. It was started the year before George Washington became our first President.



Wheat and Cotton Fields in Place of Forests

When the farmers got to their new western lands, one of the first things they did was to build houses for their families. Often, at first, the houses were made of logs. Sometimes the logs from the flatboats were used.

As soon as they could, the settlers cut down the trees, burned the brush and tree tops, and planted corn in among the stumps where the trees had stood. After a



time they raised wheat on the land where the corn had been. Mills were built on the rivers to grind the wheat into flour.

The farmers put fences around their fields. The rails for the fences were made by splitting the trunks of the trees that had been cut down. When Abraham Lincoln was a boy, he split enough rails to make a fence around one of his father's fields.

Each farmer was quite sure to have numbers of cattle, sheep, and pigs on his farm. It was not hard to send the wool and the hides to market. But it was such a long way back to the eastern cities that beef, mutton, and pork were likely to spoil long before the meat could be hauled on wagons to the places where it could be sold. So the flocks of sheep and the droves of pigs and cattle were often driven back across the mountains to market. The men, called drovers, had a hard task in keeping their livestock moving along the narrow mountain trails.

Far in the South, in such places as Alabama, Mississippi, and Louisiana, there were also rich lands. Settlers went from Virginia and North and South Carolina and Georgia to find homes on these new lands. Some of the settlers had small farms and carried on their work much as did the northern farmers we have just told about. But in the southern lands there were places where cotton could be grown. Men took their slaves and went to these lands and started cotton plantations. They built fine homes for themselves and many little cabins for their Negro workers. The planters did not do any hard work themselves, but rode about on horseback managing their slaves. They sent many great bales of cotton out to market on steamboats that passed up and down the broad western rivers. Some of the planters became rich in a few years.

Choose the best ending for each sentence.

- 1. The first houses in the western settlements were built of (logs, bricks, stone).
- 2. The fences were built of (wire, bricks, rails).
- 3. The men who drove the cattle across the mountains were called (*drivers*, *drovers*, *shepherds*).

I. MISSING WORDS

On another paper write the numbers 1–13. After each number write the word which belongs in the blank of that number.

People wanted to move out west because the soil there was __(1)_.

Many of them journeyed down the <u>(2)</u> River in <u>(3)</u>s. On board they had not only their oxen, but such other farm animals as <u>(4)</u>, <u>(5)</u>, and <u>(6)</u>. On each of the boats there was a <u>(7)</u> to steer with.

The men who floated down the river to begin the town of Marietta named their largest boat the (8). (9) was the leader of these men. He and many of the others had been soldiers in the (10) War, under their general, (11). Marietta is the oldest American town (12) of the Appalachian Mountains and (13) of the Ohio River.

II. BECAUSE

Write the numbers 1-5 on a piece of paper. After each number write a good ending for the sentence which has that number.

- 1. Many people wanted to cross the Appalachians because _____.
- 2. Auguste Chouteau traveled far up the Mississippi because _____
- 3. The last part of the journey to the West was often easier because _____.
- 4. The western farmers often drove their cattle and hogs back to eastern cities because ____.
- 5. A journey in a flatboat was often exciting because

III. MATCHING

Write the numbers 1-3 on a piece of paper. After each number write the correct letter.

- 1. Auguste Chouteau
- a. the man who settled Marietta, Ohio
- 2. Mayflower
- b. a boy pioneer who settled St. Louis
- 3. General Rufus Putnam
- c. the name Putnam gave his ship

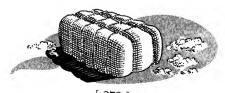
IV. WHERE?

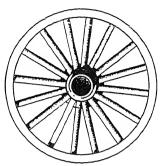
On a piece of paper write the numbers of the questions, and after each number write "Yes" or "No."

- 1. Is the Ohio country east of the Appalachian Mountains?
- 2. Is St. Louis on the Mississippi River?
- 3. Is Wisconsin east of Ohio?
- 4. Is Alabama in the North?
- 5. Is New Orleans on the Gulf of Mexico?
- 6. Is Marietta, the early settlement, in New York?

V. THINGS TO DO

- 1. List some reasons why the early settlers wanted to build new homes across the mountains.
- 2. Build a model of a flatboat, or raft. Load it with the things mentioned in the story.





CHAPTER TWENTY. BETTER WAYS TO TRAVEL

THE STORY OF A ROAD

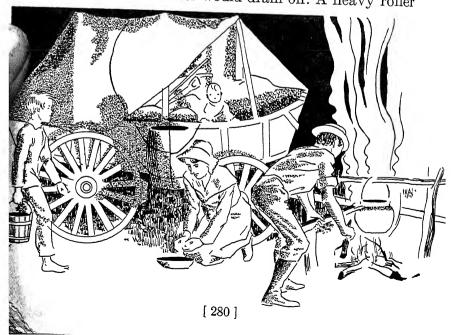
How smoothly and quickly we may speed along over the solid roads we have today! These good roads lead on and on to every corner of our country. But it was not so very long ago when America had almost no good roads. This is the story of one of our first good roads.

As you read in Chapter Nineteen, thousands of people in early times traveled over poor roads and down the rivers to new homes in the West. It took weeks and sometimes months to make the journey. After a while people saw that these far-away settlements must be linked to the older towns in the East by better roads. But money was scarce in the new western states, and the distances were long. Men like Henry Clay urged the national government to use money to build a road to the West. At last Congress voted money for the work.

The road started from Cumberland, Maryland, on the Potomac River and was built westward to Wheeling, now in West Virginia, on the Ohio River. It took several years to build the road between these two points, a distance of about one hundred forty miles.

Let us see how this road was built. With little or no machinery such as we have today for road making, the building of the National Road, or Cumberland Road as it was also called, was a great task. The trees were cut away from a strip of land about sixty feet wide. In the middle of this strip a roadbed about twenty feet in width was cleared and leveled. The road was covered with crushed stone twelve to eighteen inches deep.

About this time John MacAdam, a Scotch engineer in England, worked out a plan for building good roads. He covered the surface of the road with a layer of finely crushed rock and built it to slope from the center outward so that the water would drain off. A heavy roller

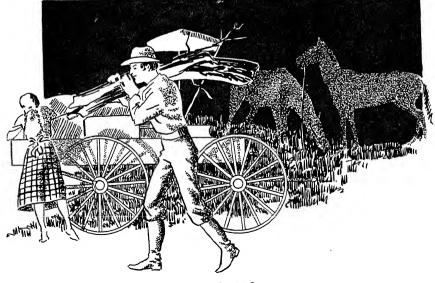


was run over the road to press it down into a smooth, firm surface. As the National Road was built farther to the westward, this way of finishing the surface was used. Some of our roads today are built on this same plan. We speak of them as "macadamized" (māk-ād'ām-īzed) roads after the man who first used this method.

As the years passed, the National Road was built farther and farther to the west. After a long time it reached Illinois. It was a long road for those times.

Answer with one word.

- 1. Who urged the government to use money to build a road to the West?
- 2. What was the road called?
- 3. Who was the Scotch engineer that worked out a plan for building good roads?
- 4. From what place did the new road start?
- 5. How far did the road finally extend?

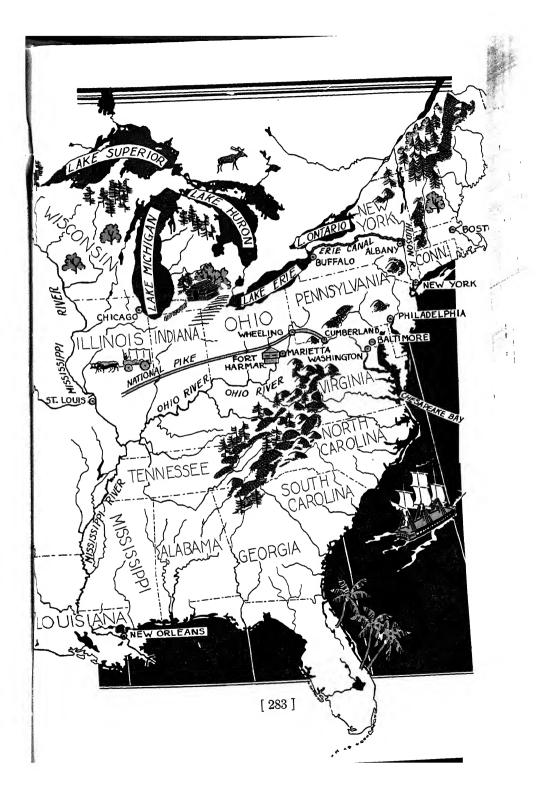


A JOURNEY ON THE "NATIONAL PIKE"

The National Road, or "National Pike" as it was sometimes called, was a great help to those who wanted to go to the western country. One traveler said, "Hundreds of families are seen migrating [or moving] to the west in peace and comfort. Travelers on foot, on horseback, and in carriages may be seen on its paved surface." Soon stagecoaches, carrying mail and passengers, began making regular trips over the road.

Imagine yourself making a journey, long ago, over this famous road. The great lumbering coach pulls up at the inn, or hotel, to take on the passengers who are waiting for it. The driver hops down from his high seat and unhooks the panting horses which have brought the coach over Woodchuck Hill. You take a look inside and see the narrow cramped seats running crosswise of the coach and decide that you would rather ride in the open air on top. Finding these seats taken, you welcome the driver's call, "Here, Bub, ride on the box with me," and you climb up beside him.

With the crack of the driver's whip you are off, the fresh horses setting a sharp pace. The coach swings and sways on the great doubled straps which serve as springs. You thunder over a stone bridge which spans a stream and mount the steep hill beyond. A jingle of bells greets you, and a huge canvas-topped wagon looms up. The sound of steel-shod hoofs beats on your ears as



six powerful horses plod into view with a great Conestoga (kŏn-ĕs-tō'ga) wagon piled high with freight, bumping and grinding over ruts and stones.

As your coach reaches the crest of a great ridge, there unfolds before your eyes mile after mile of woodland stretching away as far as the eye can see. By the road-side stands the log cabin home of a settler, a thin curl of smoke mounting upward in the still morning air from the stove pipe which sticks out through the roof.

And so on through the long day your journey continues. Three times stops are made for fresh horses so that the passengers may be hurried on their way. Perhaps some among them are important persons on their way to Washington, the national capital. In the afternoon you come to where the timber has been cleared away and see men and boys working in the fields. As dusk falls, you begin to wonder where you will pass the night. A gleam of light from the windows of a long, low house answers your unasked question.

With jingle of harness and scrape of brakes your driver pulls up before the door. From a crossbar of iron swings the inn sign. As you climb stiffly down from the driver's seat on the box, you read these words, "Entertainment here for man and beast." The man who is hired by the inn to look after the horses unhooks the animals from the coach; and the inn keeper calls from he door, "How-dy-do, folks; step right in; supper'll be n the table in a minute."

BUILDING AND PROVING THE FIRST STEAMBOAT

Better roads were all very well. Travelers could get about much more easily now that some of the roads were being improved. But how could the western settlers get their heavy products to market? The pork and beef and wheat from the farms in Ohio and Indiana were six or eight hundred miles from the people in Baltimore and Philadelphia who wanted to use them. This distance was much too great to haul heavy products in a wagon. Droves of hogs and of cattle were driven all this distance, but that was a hard way to get livestock to market.

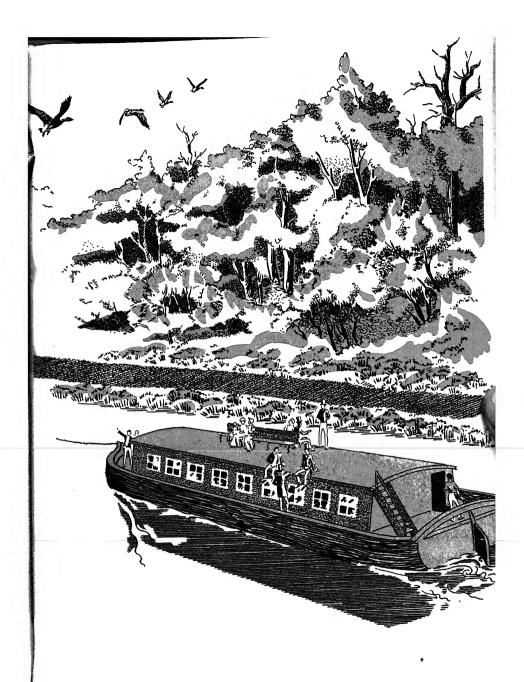
There were the swift flowing rivers. Goods placed on boats would float to the mouth of the Mississippi River and could then be shipped on sailing vessels to eastern towns. But going up stream was a different matter. The boats known as keel boats could be poled against the swift current. But it took weeks and months to pole a boat from New Orleans to St. Louis.

Men saw that what was needed was some kind of river boat which could be run by a steam engine. Some years before this, the steam engine had come into use in England. Then the new engines were put to work running machinery in our country. Could a steam engine be placed in a boat in such a way as to make the boat go? Many men in this country, as well as in the countries of Europe, tried to answer this question. Several steam-



boats were built, but none was successful. People came to think that it was impossible to run a boat with a steam engine.

About this time Robert Fulton, a young American who had been studying painting in London, became interested in steamboats. He tried his first steamboat on a river in France. Then he returned to New York full of the idea of building a boat to run on the Hudson River. James Watt, an English inventor, built an engine to suit the plans made by Fulton. This engine was placed in the boat which Fulton built, and in 1807 it made a trip up the Hudson River from New York to Albany. Fulton's steamboat was named the "Clermont" (klěr'mŏnt). An Indian who watched it go up the



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river was even more surprised than the white people. "Ugh!" he said. "Walk-on-water! Walk-on-water!"

Soon many steamboats were carrying goods up and down the Mississippi and Ohio rivers.

TRAVELING ON THE ERIE CANAL.

It was a great event when the first fleet of boats passed through the Erie Canal from Lake Erie to New York harbor in 1825. The "Big Ditch," as it was called, was more than three hundred miles long and had been built at great cost and much hard labor. The canal was used by thousands of settlers on their way to the lands along the Great Lakes.

Travelers who had business errands and others who went for pleasure rode on the packet boats which were drawn by horses walking on a path beside the canal. The picture on pages 286 and 287 will give you a good idea of these boats.

A. Answer with one word.

- 1. Who built the steamboat that made the first successful trip on American waters?
- 2. What was the name of this steamboat?
- 3. On what river did the boat travel?
- 4. Who invented the steam engine?
- 5. Where did Fulton try out his first steamboat?
- 6. In what country was the steam engine invented?
- 7. In what year was the Erie Canal opened?
- B. Trace the Erie Canal on your map.

TRAVELING ON THE FIRST RAILROADS

Some of the first railroads used horses to haul coaches over the wooden rails. After the success of the steamboat was proved, inventors were urged on to work out a "horseless wagon" which would move itself and draw other wagons or coaches. The first really successful locomotive was built in 1829 by George Stephenson, an English engineer. It was called the "Rocket." Shortly after, a number of locomotives were built in this country.

A ride on one of these early railroad trains must have been an exciting adventure. The early trains were spoken of as "the cars" and a railroad journey as "a trip on the cars." This name still clings to some of the old railroads in the crossing signs, "Look out for the cars." The coaches were built much like the old stage-coaches. The passengers sometimes rode on top and carried umbrellas to ward off the flying cinders which were thrown from the smokestack of the engine. One passenger, in the year 1833, was amazed at a speed of sixteen miles an hour, but complained that flakes of fire floated about him all the time.

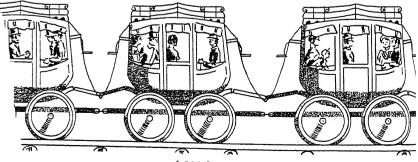
Travelers on these early railroads were shaken about a great deal as the train made its way over the rough roadbed. The train ran on wooden rails which were covered with strips of iron. Passengers complained of the terrible jolting over the joints of the rails. Sometimes the strips came loose and curled up in such a way as to break through the bottom of the coach to the peril of the passengers.

It was not long, however, before both the trains and the railway tracks were made much better. By the year 1840 trains were running on more than three thousand miles of railroad. This way of traveling and of carrying freight was faster than by packet boat on a canal. Some of the canals were forced out of business after a few years.

I. BECAUSE

Write the numbers 1-5 on a piece of paper. After each number write a good ending for the sentence that has the same number.

- 1. Many canal boats were forced out of business because ____.
- 2. The western farmers needed a good road back to the East because ____.
- 3. People needed steamboats on western rivers because
- 4. The Erie Canal was a help to the people who were moving west because ____.
- 5. The first railroads were not very safe because _____.

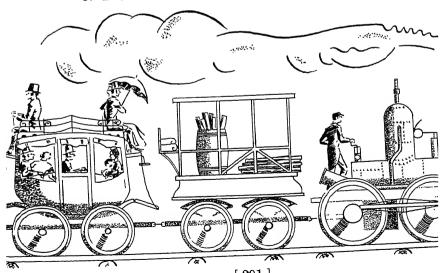


II. NEW WORDS

On your paper write the numbers 1-9. After each number write the word from the list that is needed in the sentence of that number.

canal livestock migrated Conestoga inn pikes stagecoach macadamized steamboat

- 1. The large lumbering ____ was pulled by six horses.
- 2. The early roads were sometimes called _____.
- 3. The travelers stopped at the ____ to spend the night.
- 4. Many families ____ to the West.
- 5. A boat whose power is furnished by a steam engine is called a _____.
- 6. Roads built by the plan suggested by MacAdam are called ____.
- 7. The large canvas-topped wagon was called a _____ wagon.
- 8. Droves of ____ were driven along the new road.
- 9. The ____ was dug from Lake Erie to New York.



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III. THE NATIONAL PIKE

Choose from the list below the things you might have seen on a journey along the National Pike when it was first built. Write the numbers of these things on your paper.

1. travelers on foot	11. people working in cleared
2. travelers on horseback	fields
3. stagecoach carrying mail	12. signs for inns
4. stone bridges	13. large cities
5. steep hills	14. roadside inns
6. traffic signs	15. gasoline stations
7. canvas-topped wagons	16. bicycle riders
8. miles of woodlands	17. steel bridges
9. log cabin homes	18. droves of livestock
10. men clearing away tim-	19. telegraph wires
ber	20. oxcarts

IV. THINGS TO DO

- 1. Get a road map. Find on this map the first National Road.
- 2. Make a chart like this:

Changes in Travel

	Old Ways	New Ways
On land		
On water		
In the air		



CHAPTER TWENTY-ONE. NEW LEADERS

THE PEOPLE'S HERO

You have learned of the great changes which were taking place in the way people worked and lived. New leaders were now coming forward to help guide the people. Among these was Andrew Jackson.

"Old Hickory." The victory over the British army at New Orleans in the War of 1812 made Andrew Jackson the people's hero. He was called "Old Hickory" as he had shown himself able to bear hardships as a pioneer and a soldier. The people of Tennessee, Jackson's home state, began to talk about making him President of the United States.

The new states in the West had been settled by common people from the older states and from the countries of Europe. These Westerners wanted to see a man of their own kind in the White House. Andrew Jackson was that kind of man. They not only admired him as a soldier, but they believed him to be honest and sincere They felt that, as President, he would see to it that the

needs of the people in the West, and common people everywhere, would be better looked after. In the year 1828 they had their way and elected "Old Hickory" as President.

The people flocked to the capital to see their hero take his new office. Never had the city of Washington seen a crowd like this. Hunters, farmers, and laborers were there to cheer their President. They felt that a new day had come to the nation. Great changes were expected.

What the people wanted. The people wanted to have a hand in managing their government. They wanted to buy land at a lower price. They wanted the government to build more and better roads. The Westerners wanted banks that would lend money on easy terms. So they shouted for President Jackson, believing that he would be able to give them the things they wanted.

Finish these sentences.

- 1. Andrew Jackson was called _____.
- 2. He was the hero of the Battle of _____.
- 3. His home was in the state of _____.
- 4. The people thought Jackson was ____ and ___
- 5. In 1828 Jackson was elected _____.

DEFENDING THE UNION

Daniel Webster. The news spread through the capital that Daniel Webster, senator from Massachusetts, was making a speech. At once people began crowding into

the visitors' section and to the floor of the Senate to hear him. It was not only that Senator Webster was speaking on an important subject, but he was known far and wide as a great speaker.

As Senator Webster arose to speak on January 20, 1830, the crowd in the visitors' section and the senators on the floor of the Senate listened with close attention. His speech was about our government. He said our government was meant to be strong. He did not think the Union could be broken up. He thought that each state had the duty of obeying all the laws passed by Congress.

Daniel Webster was a man to attract attention anywhere. He made a fine appearance with his erect figure and dark hair and eyes. As he spoke, his deep-set eyes seemed to glow with an inner fire. When he talked with his friends, his voice was low and musical. But when he was making a speech, his voice sounded, so we are told, almost like a trumpet.

This was not the only time that Daniel Webster spoke about the Union. Many times he arose to try to make his hearers understand how much they owed to a strong united country.

"Our Federal Union; it must be preserved." One evening while he was President, Andrew Jackson was invited to go to a banquet celebrating the birthday of Thomas Jefferson. Many of the leading men of the nation were present. Excitement was in the air, for a very

grave question had come up. It was expected the speakers would have something to say on the matter.

South Carolina, following the advice of its leader, John C. Calhoun (kăl-hōon'), declared that it would not obey a law which had been passed by Congress. The people of the state felt that the law was unjust. This law placed a tax on manufactured goods which were brought into the country. It made the people of the South pay higher prices for many things which they had to buy. At the same time the people in the North who ran the factories were able to make a larger profit. Leaders in South Carolina said that, unless this law was changed, the state might have to leave the Union.

Several speakers at the Jefferson dinner said they thought South Carolina was doing right in refusing to obey this law. Now Andrew Jackson was a southern man, and it was hoped he would agree with these men. All waited eagerly to hear what he would say. But when "Old Hickory" rose to speak, he said his subject was "Our Federal Union; it must and shall be preserved." In those words the President showed that he would not let the United States be broken up.

- 1. Why did people crowd into the senate when they knew that Daniel Webster was going to speak?
 - 2. Why did South Carolina think the law unjust?
- 3. Why did President Andrew Jackson's speech at the birthday dinner surprise some of those present?
 - 4. What is meant by "the Federal Union"?

FREE SCHOOLS FOR EVERYBODY

Horace Mann grew up on a little farm in Massachusetts. Now and then he went to school, but he did not like his school very well. It was a cold, dreary place, and the man teacher spent more time punishing the boys than he did in trying to teach them. But could you expect the teacher to be a good teacher when he was paid only ten dollars a month?

Why should poor boys go to school? Nearly every one, in those times, thought that a chance to get an education belonged only to boys whose parents had plenty of money. The idea of paying taxes to run schools for poor children whose parents could not pay any taxes was a new one. Rich men laughed at the idea. But Horace Mann kept thinking about it. He became a good lawyer and at last held high offices in his state. But he could not forget that idea about schools for poor children as well as rich. He was sure our country could not go on as a free country unless all of its children had a chance to go to school. At last Horace Mann gave up all his other plans and spent most of the rest of his life working for free schools. He wanted the schools to be not only free schools, but good schools. He wanted the children in them to be happy. He wanted the teachers to be friendly and helpful and skillful.

It took Horace Mann a long time to get people to listen to his plans. It took him still longer to get his

state to try them. At last people began to see that all American children are really born with the right to go to good schools. The idea spread to all parts of our country and helped to give us the schools we have today.

From this list choose the phrases that tell what Horace Mann wanted to do about the schools.

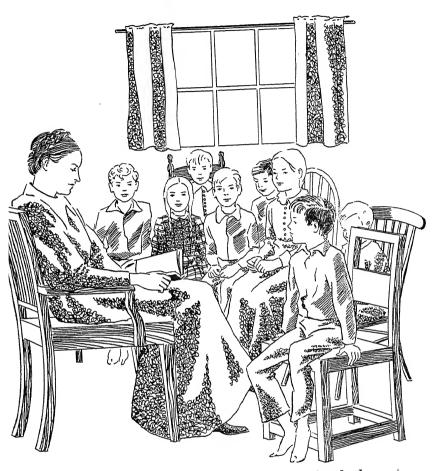
- 1. have free schools for all
- 2. have children happy in school
- 3. have friendly and helpful teachers
- 4. have a cold dreary school
- 5. have good books and libraries
- 6. have children often punished

BRINGING COMFORT TO UNHAPPY PEOPLE

Back in the times we are studying most persons did not think much about the unhappy strangers around them. They did not think that the towns and cities should spend money helping these people. Unless the people who were in deep trouble were friends or members of their own family, they did not think there was anything they could do about it.

But one young girl could not forget the troubles of others. As she grew older, she spent all her time working to help those who were having so little done to make their lives more comfortable. This girl's name was Dorothea Dix.

One of the first things Dorothea did was to gather, in a room in her home, all the poor children in her



neighborhood. She taught them and helped them to have pleasant times together.

But that was only a beginning. What do you suppose Dorothea Dix next tried? She started out, with her notebooks and pencils ready, to visit every jail and prison and poorhouse she could find. Whatever she saw she put down very carefully in her books. After a time

her books had in them a long, sad story about the cruel things that were going on in the places which she had visited.

Dorothea Dix told in her notebooks about the prisons. They were dirty, gloomy places. In them, and placed together in the same rooms, were very bad criminals and men who had always been honest and good, but who could not pay their debts. Young boys who had done only one wrong act were crowded into the same places that held old wrongdoers whose whole lives had been filled with crime.

But the worst thing Dorothea Dix found was this: people whose minds were not right, those whom we call feeble-minded and insane, were often found in the jails and prisons. They were treated just as if they had done some terrible crime. After Dorothea found out about this, she spent long years of her life helping this class of people. In meeting after meeting she told her listeners that the insane and the feeble-minded should be placed in homes set apart for them, and there treated, not like vild animals, but with gentleness and patience. She said at was the duty of all the people, everywhere, to help pay for these quiet, pleasant homes.

You have seen one of these asylums, or "homes," have you not? Did you notice how clean and orderly the rooms and dining halls were? Did you notice the well-kept lawns and shrubbery about the buildings, and the quiet, contented people who spend their lives

there? When we see all these things, we remember that the beginnings of what we see came out of the years of patient work carried on by Dorothea Dix.

Choose the best answer.

- 1. Why did Miss Dix bring poor children to her home?
 - (a) To help them be happier. (b) To help them earn money. (c) To give them hot lunches.
- 2. Why did Miss Dix visit jails and poorhouses?
 - (a) To urge the inmates to live right. (b) To read stories to them. (c) So that she could tell of the bad conditions.



THE STORY OF THE RED CROSS

You have read about the brave deeds of soldiers. Have you ever thought about the hardships and suffering which they must bear on long marches and on the battlefields? Sometimes it is impossible to care for the wounded who may lie on the battlefield for hours in great pain.

When the war between the North and the South was going on, Clara Barton was working as a clerk in Washington. She saw the wounded and sick soldiers returning from the battlefields of Virginia. There were no

camps or hospitals ready to take care of the sufferers. Clara Barton began to do what she could for these weary and sick men. She asked other women to help, and soon cots were set up in some old buildings. Sheets and pieces of linen were torn into bandages. Other supplies were gathered, and doctors were asked to come in to help with the work.

But Clara Barton was not satisfied. She thought of the poor soldiers who sometimes went for days without care. Some died before they could be brought to a hospital or to any place where they might be cared for. Miss Barton got permission to go to the battlefields and help the wounded and sick soldiers.

The nurses worked with the army surgeons in dressing the wounds of the soldiers and in caring for them. The same care was given to the soldiers of the South as to those who served in the Union armies. Clara Barton came to be called the "Angel of the Battlefield."

When the war was over, Miss Barton went to Geneva, Switzerland, on a vacation. Her work for the soldiers in our armies became known to some of the people there. They came to tell her about what was being done in France and Switzerland to help soldiers in time of war. The people had formed the Red Cross Society. Its purpose was to carry aid to the soldiers of all armies. The plan was to organize branches of the Red Cross in each country and to get all the nations to agree to protect the Red Cross workers and the Red Cross hospitals.

After a time Miss Barton returned to her home in America. She had learned in France of the great work the Red Cross Society could do. She wanted to form a branch of this society in our own country. When she spoke about the work of the Red Cross, the people of the United States at first were not interested. They asked what is the need of a Red Cross when there is no war in our country.

Miss Barton explained that the Red Cross Society would help sufferers from other causes than war. She explained that many times great fires or floods bring disaster upon the people and that the sufferers are in need of help.

At last the people listened to her. A branch of the American Red Cross was formed in the year 1882. Miss Barton was made the president of this society, a position which she held for twenty-two years.

Many calls come to the Red Cross Society each year. Great fires in the north woods have sometimes destroyed the homes of the people. Again rivers have overflowed their banks and brought suffering to many. An earthquake and fire in San Francisco some years ago brought disaster to many people. The Red Cross Society has been able and willing to answer these calls for help with food and supplies of all kinds. Nurses have come to these scenes of disaster to set up hospitals to take care of the sick and injured.

In the war which has taken place in our own time the

Red Cross has carried on its splendid work. From every community in the nation food and clothing have been sent to our soldiers and sailors in all parts of the world.

Answer "yes" or "no."

- 1. Was the Red Cross organized during the war between the North and the South?
- 2. Does the Red Cross care for enemy soldiers?
- 3. Does the Red Cross help in peacetime disasters?



Helping the Boys and Girls in the Cities

When Jane Addams was a student at college, she visited what was known as the "slums." She saw that the boys and girls who lived there did not have a fair chance. They lived in crowded rooms in old buildings where neither fresh air nor sunlight could enter. There were no parks or playgrounds. Milk and fresh vegetables were scarce, and many young children were pale and sickly.

Jane Addams went to live among the people whom she wanted to help. She called the home Hull House. Others came to aid her, and a great work was carried on among the needy in that part of Chicago. Miss Addams got the city to clean up the streets. Vacant lots were turned into playgrounds. Some of the old buildings were torn down and better places were found for the people to live.

People in other cities heard about the good things Miss Addams was doing and asked her to visit them to help start the same kind of work there. In a few years social settlement work, as it was called, was started in most of the large cities. Health and happiness were brought to thousands of boys and girls by the work of Jane Addams.

I. BECAUSE

Write the numbers 1-7 on your paper. After each number write a good ending for the sentence which has the same number.

- 1. Many people went to the capital to see Andrew Jackson made President because ——
- 2. The people of South Carolina were angry at the government because ——
- 3. Visitors crowded the Senate gallery when Daniel Webster spoke because —
- 4. Horace Mann quit practicing law because ____.
- 5. We need the Red Cross in peacetime because ____.
- 6. Children who live in the "slums" do not have a
- 7. People in other cities asked Jane Addams to come to visit their cities because -

II. MATCHING

Write the numbers 1-5 on your paper. After each number write the correct letter or letters.

- 1. Andrew Jackson
- a. Thought the poor had as much right to an education as the rich.
- 2. Daniel Webster
- b. Thought the poor settlers should have first chance to buy the good western lands.
- 3. Horace Mann
- c. Thought that each state in our Union could do almost as it pleased.
- 4. John C. Calhoun
- d. Thought that the United States could not be broken up.
- 5. Dorothea Dix
- e. Thought that asylums and prisons should be improved.

III. NEW WORDS

On your paper write the numbers 1-10. After each number write "Yes" or "No" in answer to the question which has that number.

- 1. Is a hero a brave man?
- 2. Is an asylum a home for old people?
- 3. Is a law a rule to be obeyed?
- 4. Is a pioneer one who goes first?
- 5. Is a prison a home for law-breakers?
- 6. Is a tax an unjust law?
- 7. Is an insane person feeble-minded?
- S. Is our government a Federal Union?
- 9. Is an earthquake a tornado?
- 10. Is a slum section a kind of park?

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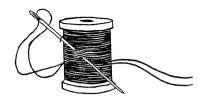
IV. THINGS TO DO

- 1. Make an Andrew Jackson booklet for the library table.
- 2. Make a list of all the presidents from Washington to Jackson. After each write the state from which he came.
 - 3. From this list choose a subject for a class report:
 - a. Free Schools
 - b. Prisons Today
 - c. Government Relief Work
 - d. The Work of the Red Cross
 - 4. Make a chart like the one below and fill it in.

Schools Long Ago and Today

	Long Ago	Today
1. Buildings		
2. Books		
3. Libraries	-	
4. Cost to parents		
5. Studies		
(Add other topics to this list)		





CHAPTER TWENTY-TWO. MACHINES TO SAVE LABOR

OLD SPINNING WHEELS AND NEW

The people who lived in the days of George Washington and Thomas Jefferson worked and lived much as people had done for hundreds of years before their time. Nearly all the work was done by hand. From time to time new tools had come into use, but no great changes had taken place.

Cloth was made in the homes and in small shops. The spinning wheel, worked by foot power, could spin but a single thread. It took eight spinning wheels to supply the thread for one weaver who used a hand loom.

But now a change came. A man in England, James Hargreaves (här'grēvz), invented a spinning jenny, by means of which several threads could be spun at the same time. A little later another man learned how to run the jenny with water power so that one spinner could spin two hundred threads. Then another man named Edmund Cartwright began studying the problem of how to run a loom by using some other power than a man's muscles. The result was the invention

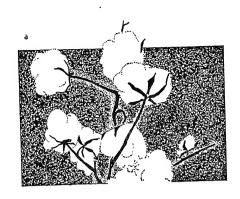
of the power loom. At first the spinning jenny and the power loom were run by using water power. Then when James Watt invented the steam engine, it came into use to run these machines.

The English tried to keep these new inventions to themselves. In 1789 when Washington became President, nearly all machinery was run by hand. In time, however, the knowledge of how these English machines were built came to be known in our country. Factories were built, and the machines were set going. Cloth was now made in much larger quantities and with much less labor. The "Age of Machines" had begun.

You will find spinning wheels and hand looms, or weaving frames, in museums which you may visit. The pictures in schoolbooks will give you a fairly good idea of what these simple machines were like.

Is IT TRUE?

- 1. In the time of George Washington nearly all work was done by hand.
 - 2. Hargreaves invented a spinning jenny.
 - 3. Jefferson lived in the Machine Age.
 - 4. The first power loom was run by using water power.
 - 5. James Watt invented the steam engine.
- 6. The English wanted to teach us how to use their new inventions.
 - 7. Machines make cloth with less labor.
 - 8. Spinning wheels can be seen today in museums.
 - 9. Cartwright made the first hand loom.



How Eli Whitney Helped the Cotton Growers

The use of machinery for spinning and weaving cloth in the factories of New England set up a great demand for cotton. In the only kind of cotton which could be raised in most parts of the South, the seeds stuck very firmly to the fiber, the thread-like part to be used for weaving. It took a good worker a whole day to pick the seeds from one pound of cotton fiber.

It is said that a group of Georgia planters were talking one evening in the home of Mrs. Greene about the matter of cleaning the seeds from the cotton. Eli Whitney, a young man from Massachusetts who was visiting at the home of Mrs. Greene, became interested in the problem.

A workshop was set up in the basement of the house, and in a few weeks the young inventor had built a rough model of a machine which would separate the cotton fiber from the seeds much more quickly than could be done by hand. With this machine one man could do more work than fifty men could do without it.

This first cotton engine, "gin" for short, was a very simple affair. The raw cotton was placed in a kind of box, one side of which was made of iron bars placed close together. A round stick of wood with wire teeth was mounted in such a way as to revolve closely against the box. The wire teeth reached between the bars and pulled the cotton fiber free from the seeds. It sounds very simple, does it not? Yet it took a real inventor to



apply his idea to the problem. Of course, this clumsy machine had to be improved in many ways before it could be used on all the great cotton farms.

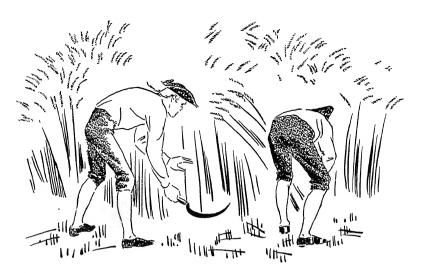
Soon the growing of cotton spread to many parts of the South. In 1792 only 4,000 bales were grown; ten years later about 80,000 bales were produced, and in 1860 nearly 4,000,000 bales. Before the invention of the cotton gin, it cost less to make clothing from wool and flax than it did from cotton. Now cotton was less expensive, and much of the clothing worn by our people came to be made from cotton.

From the list below choose three main ideas in the story.

- 1. The need of a cotton gin in the South
- 2. At the home of Mrs. Greene
- 3. Increase in the amount of cotton grown in the South after Whitney's invention
- 4. Invention of first cotton gin by Eli Whitney
- 5. Weaving of cloth in factories
- 6. Clumsiness of the first cotton gin

CYRUS McCormick's Grain Reaper

If you should visit Mount Vernon, Washington's old home in Virginia, you would see there the tools which were used on his farms and plantations. In the Fiel Museum in Chicago is an exhibit of the tools used the farms of ancient Egypt four thousand years ag You will be surprised when you see many of the sar tools in both places. The sickle for cutting grain, t



hoe for use in the fields, and the flail (two sticks tied together with a leather strap) for separating the grain from the husks will be found at Mount Vernon and also in the museum. During all the years which passed between those ancient times and the days when George Washington was living at Mount Vernon, almost no improvement was made in the tools used in farm work.

The oldest and simplest kind of tool for harvesting grain was the sickle, a long curved knife with a wooden handle. The scythe followed the sickle. This tool had a long curved wooden handle, to the end of which was attached a cutting blade about three feet long. This tool may still be found on many farms.

Back in colonial times someone made an improvement on the scythe so that the farmers had a better way of harvesting grain. A wooden framework with a



set of wooden "fingers" was fastened to the scythe. As the grain was cut, it fell on the fingers and was laid in a long row, or swath (swoth), so that it could readily be raked and tied in bundles. This tool was called a cradle.

But as the fields grew larger, the need was felt for a machine to do the work of harvesting more rapidly. When the grain is ripe, it must be cut at once or the seeds of grain will fall from the stalks.

Robert McCormick saw this need for a better harvesting machine. He struggled with the problem for years, and when he became discouraged his son Cyrus took up the task and at last, in 1831, built a machine which worked successfully.

The picture on page 308 will show you the main parts of this early reaper of Cyrus McCormick. It was drawn

by horses. The forward movement of the machine ran a sickle which cut the grain. A wooden frame, which turned like a wheel, threw the cut grain stalks on a table. In the first machines the grain was raked off this table by hand. Later the grain was swept off by a revolving arm.

Improvements were made as the years passed until we have the modern harvester-thresher you see on large farms today. This machine, drawn by a tractor, cuts, threshes (separates the grain from the husks), and runs the grain into sacks as the machine moves across the grain field.

From the list below choose four main ideas in the story.

- 1. How old harvesting tools were made
- 2. Need of a new harvesting machine
- 3. How to make a flail
- 4. McCormick's invention of the reaper
- 5. The Field Museum
- 6. Modern improvements in the reaper

THE FIRST SEWING MACHINE

Have you ever watched your mother as she sits at her sewing machine and quickly mends a rip in your clothing? Can you think how long she would be at this task if there were no sewing machines? Before such a machine was invented, women had to spend long hours sewing by hand to make all the clothes of the family.

About one hundred years ago there lived in Massa-

chusetts a boy named Elias (ē-lī'ās) Howe. He was one of a large number of children, and all helped in the work on the farm and in the mills which their father owned.

One day as Elias was working in the mill, he overheard a conversation which started a new idea working in his mind. The men had spoken of the possibility of building a machine which would do the work of sewing. Elias began at once to think of how this might be done. He wondered if he might not be able to work out this idea and invent a sewing machine.

With this in his mind all the time, Elias began studying machines. In the long evenings he watched as his wife made the clothing for the family. As her needle went through the cloth, carrying the thread in and out, he tried to think how a machine could make the same kind of stitches. After trying several kinds of needles,



Elias was about ready to give up. It seemed impossible for a machine to do what the hand of Mrs. Howe did so quickly and with such skill.

At last Howe remembered the part of the weaving machines which carried the thread back and forth. This part was called the shuttle. Could something of this kind be used in a sewing machine? Could a different kind of stitch from that made by the needle of Mrs. Howe be used? He made a needle with an eye at the point, threaded it, and pushed it through two folds of cloth. He saw that at last he had the answer to the problem that had puzzled him. Having learned of a new stitch and a new kind of needle, Howe was now able to go on and complete his machine. Many other details had to be worked out before he had a machine which would really sew.

Match words of the first column with numbered phrases.

3 conversation

6 detail

1 invention

4 machine

5 shuttle

l task

1. work to be done

2. a new device made after study 3. talk of persons with one another

4. a device which saves labor

5. a device to carry thread in weaving

6. a small part

THE TYPEWRITER

It is said that upon receiving his first typewritten letter a man once said, "You don't need to print no letters for me. I kin read writin'." In most cases people are unwilling to use new inventions. This was true of the typewriter. "Why buy a writing machine when steel pens are only two cents apiece?" This new invention did not sell well at first, and the inventor received only a small sum of money for his long years of work.

The name of the inventor of the typewriter, Christopher Latham Sholes, is little known. He deserves to rank with other Americans whose inventions have helped people to do more work with less effort and have brought about great changes in our country.

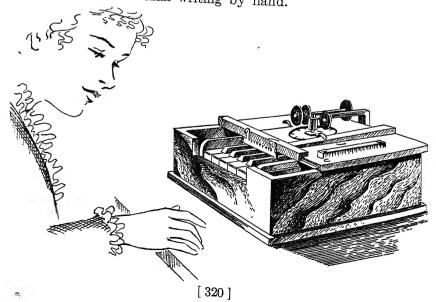
Mr. Sholes was a printer by trade. He worked in print shops and on newspapers in Milwaukee, Wisconsin. First he made a numbering machine and a letter-writing machine. He got the idea of a typewriter from his work with these other machines. The first typewriter was made in 1867. It was patented the next year. This clumsy machine did not look much like the machines we have today. It was a wooden box-like "contraption" fitted up with keys like a piano. It was put on exhibition at the Centennial Exposition in Philadelphia in 1876. Here it attracted much attention. It is said that people stood in line and paid twenty-five cents to see the machine and to get a slip of paper with some typewritten words on it.

In a few years the typewriter came into larger use until today as many as a million are made each year. The larger sales did not do Mr. Sholes any good. He had been compelled to sell his interest in the machine

and died a poor man in 1890. A monument has been erected in Milwaukee to his memory. Thomas A. Edison sent a check to the committee which had charge of the erection of the monument. He wrote a letter in which he said, "Mr. Sholes was the father of the typewriter and got nothing but trouble and neglect in connection with the invention."

Choose four reasons that tell why a typewriter is a useful invention.

- 1. Typewriting is easier to read than handwriting.
- 2. A typewriter is worth more money than a pen.
- 3. Typewriting can be faster than handwriting.
- 4. Several copies can easily be made at one time on a typewriter.
- 5. Typewriting can be taught in schools.
- 6. Writing on a typewriter for a long time is less tiresome than writing by hand.



I. MATCHING

Write the numbers 1-5 on your paper. After each number write the correct letter.

- 1. Elias Howe
- a. He invented the typewriter.
- 2. Eli Whitney
- b. His machine would cut grain.
- 3. Christopher Sholes
- c. He found a faster way to spin threads.
- 4. Cyrus McCormick
- d. His machine was used where cotton grew.
- 5. James Hargreaves
- e. He watched his wife sew, and got an idea for his invention.

II. Missing Words

On your paper write the numbers 1-11. After each number write the word from the list that belongs in the blank of that number.

cotton gin	reaper
sickle	swath
spinning-wheel	$ m_{cradle}$
scythe	loom
tractors	shuttle
Ulactois	flail

In early times threads were made on a __(1)_ and woven into cloth by means of a __(2)_. In weaving, the threads were carried back and forth by a __(3)_. The cotton for cotton cloth was freed of its seeds by means of a __(4)_.

The farmers of long ago cut their grain with a __(5)_ and threshed it with a __(6)_. Sometimes grain and grass were cut with the use of a long knife on a curved handle, called a __(7)_. To cut the grain in a smooth, even __(8)_, a __(9)_ came to be

used. Then a man invented a horse-drawn machine, called a (10), for cutting grain. Nowadays the newer machines are drawn by (11).

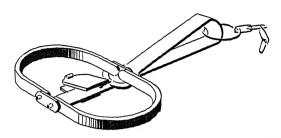
III. SOMETHING TO TALK ABOUT

Here are six inventions. How many of these machines have you ever seen? Try to tell the class something interesting about one of them.

- 1. The reaper
- 2. The spinning jenny
- 3. The typewriter
- 4. The cotton gin
- 5. The sewing machine
- 6. The steam engine

IV. THINGS TO DO

- 1. List ten things we use today that are made in factories, but that were made in early days by hand.
 - 2. Collect pictures of modern inventions for a scrapbook.
 - 3. Discuss some of these questions:
 - a. What effect did the invention of the cotton gin have on the South and on the United States?
 - b. Are there more or fewer sewing machines used in homes today.than twenty years ago? Why?
 - c. What part of our country has profited most by the invention of the reaper? Why?
 - 4. Make a chart for one of these topics:
 - a. The Story of Reaping Tools (from sickle to reaper)
 - b. Cotton from Seed to Dress
 - c. Wheat from Seed to Loaf



VIII. WESTWARD TO THE PACIFIC CHAPTER TWENTY-THREE. EXPLORING THE MOUNTAINS

JEDEDIAH SMITH, THE TRAIL MAKER

In old St. Louis General Ashley was on the lookout for strong young men to join his fur trappers. He was getting ready to send a band of them to his trading post on the far distant Yellowstone River. This was the chance young Jedediah (jĕd-ē-dī'a) Smith was looking for. He had left his home in Ohio to find adventure in the Great West. St. Louis was the center of the fur trade, and Jedediah was sure it would be a good place to begin his adventures.

Though Jedediah, or Diah as he was usually called, knew very little about trapping, General Ashley liked the looks of the young fellow. He was tall and slim, and his gray eyes seemed to say that he had courage. He was given a place in the party and was soon on his way up the Missouri River.

The great grassy plains rolled away to the distant mountains. Here roamed the wild Indians who lived chiefly on the buffalo herds which grazed there. The Indians felt that the coming of the white men meant the loss of their hunting grounds. They did not like to see the trappers going across their lands. Jedediah Smith soon found that he was going to have as many adventures as he had ever dreamed of.

The band of trappers was not far on its journey before it was attacked by a war party of Indians. Several of the men were killed, and Diah learned his first lesson in Indian fighting. The little party did not dare to go farther into the Indian country. When the captain asked for volunteers to go for help to Ashley's men on the Yellowstone River, Diah offered to go. One of the other trappers agreed to go with young Smith, and the two made their way two hundred miles through the desert and over the mountains to the camp of Ashley's men. A party was sent out to their aid, and the Indians were driven away.

Jedediah soon became a skillful trapper and hunter. The leaders of the fur traders trusted Smith, and he was made a captain.

Some of Ashley's men found a good pass through the Rocky Mountains. They named it South Pass. Later on, farmers and their families went through this pass to new homes beyond the mountains. Today the Union Pacific Railway and the Lincoln Highway go through South Pass on the way to the Pacific coast.

Captain Jedediah Smith was not content just to be a

12.

trapper. He wanted to learn about the great western country. One summer he crossed Utah and Nevada and went all the way to California. He visited with the white people who had come there from Mexico. Then he turned to the north and went through what are now the states of Oregon, Washington, and Idaho.

This daring trail maker made known much of the great country between the Rocky Mountains and the Pacific Ocean.

After a time Captain Smith returned to St. Louis. He had spent nearly ten years as a trapper and trail finder and was now ready to settle down to a quiet and peaceful life. Before doing so he started on a trip across the desert towards the old Spanish town of Santa Fe (săn'tâ fā'). He and his comrades became lost in the desert. Diah wandered away in search of water. In a dry river bed he stopped to scoop up the sand in hope of finding a trace of water. He was startled by a call and straightened up to face a small band of Indians. Before he could make a move to defend himself or to escape, an arrow struck him and he was killed.

From this list choose the phrases that describe Jedediah Smith.

- 1. daring trail maker
- 2. lover of adventure
- 3. explorer of western land
- 4. builder of a railroad
- 5. having keen black eyes
- 6. skillful trapper
- 7. strong and brave
- 8. a good hunter
- 9. tall and slim
- 10. pioneer farmer

THE STORY OF NARCISSA WHITMAN

One day in early times there came to St. Louis a small band of Indians from the far distant Oregon country. They asked for the "Book of Heaven." From some trader or hunter they had learned of the white man's religion which taught a better way to live and promised a happy life after death. They wanted to know more of the true way to worship the Great Spirit.

When the news of the visit of the red men reached the church people of the East, great interest was aroused. Plans were made to send missionaries to help the Indians. One of the first who offered to go was Dr. Marcus Whitman (hwĭt'mān). His young wife, Narcissa (när-sĭs'a), would go with him.

You would not think that any young woman would venture on the long journey across the plains and over the mountains to the Oregon country. This was a journey that only strong, brave men had undertaken. If she made the journey in safety, she would be the first white woman to cross the mountains to that distant land.

Narcissa, we are told, was beautiful. Someone who knew her spoke of her as "of slight build, a little above medium height, blue eyes, pretty, with beautiful hair." She was leaving a good home and loving parents, brothers, and sisters. But she was as brave as any of the men. She wanted to go wherever her husband went.

The first white woman to cross the mountains. Not

afraid to face hardships and unknown dangers, Marcus and Narcissa Whitman and the people with them left St. Louis in March, 1836. For weeks they traveled over the dusty, treeless plains. Narcissa and her one woman companion rode in one of the wagons. When at last the mountains were reached, the women joined the men on horseback as the wagons could be taken no farther. Dr. Whitman made a two-wheeled cart on which were loaded as many of their things as could be taken. At Fort Boise (boi'sĭ) the cart was left behind, but later was driven to the Columbia River. It was the first wheeled vehicle to cross the Rocky Mountains. Dr. Whitman wanted to prove that settlers could bring wagons to the Oregon country.

The mission. A mission was built near where the town of Walla Walla (wŏl'a wŏl'a), Washington, now stands. Here Dr. Whitman and Narcissa worked among the Indians teaching them the Christian religion and showing them how to till the land to raise crops of vegetables and grains. The mission came to be a stopping place for settlers on their way to Oregon. Here many persons who had lost everything they owned on their way out found help. Narcissa took into her home and cared for motherless boys and girls whose parents had died on the long trail.

Once when it seemed the mission might be closed, Dr. Whitman made the trip back to the East in midwinter to plead for support. Though many times nearly freezing and starving, he reached the nation's capital in one hundred fifty days. Help was given to Dr. Whitman, and his mission was saved.

This story has a sad ending. The Indians clung to their old beliefs. Though Dr. Whitman cured many of them when they were sick, there came a time when a sickness spread among the Indians and caused a number of deaths. Some of the Indians blamed Dr. Whitman and attacked the mission. All was destroyed, and both Dr. Whitman and Narcissa lost their lives.

From the list below choose the words that best describe Narcissa.

- 1. of slight build
- 2. brave as a man
- 3. not afraid of hardships
- 4. a brave nurse
- 5. first Indian woman to cross the Rockies
- 6. kind to settlers
- 7. missionary to the Indians
- 8. a beautiful woman

How the Farmers Went to Oregon

The Oregon country was not left long to fur traders and missionaries. The rich soil and mild, moist climate made this a good place for farming. Soon the people in the older states started out to this new country. They traveled in covered wagons called "prairie schooners" (skoon'ērz). Although there were many good farms to

be had nearer the old homes, thousands of farmers were anxious to move to Oregon.

During the years in which all these settlers were going to Oregon, no one knew to whom Oregon belonged. Both England and our country claimed it. Both countries had explored the land and had built trading posts on the Columbia River. Which had the better claim? That question was answered by the thousands of Americans who went there to live. The people who cleared the land and built homes and made farms proved that the Oregon country should belong to the United States.

An agreement with England was reached. The land was divided between the two countries. The United States got the lands on both sides of the Columbia River. England got the land to the north which we now know as British Columbia. The boundary line was fixed as you see it on the map on page 330.

I. NEW WORDS AND TERMS

Write the numbers 1-5. After each number write the word from the list which fits the sentence of that number.

d from the list	, WIIICH HOS CHO	
adventures volunteer	pass missionary	prairie schooners
2. Covered v 3. A is		called ——. lled ——. to cross a mountain range. o a place to do good work. into a plan of his own will.
	r 329 1	

II. CHOOSING PHRASES

From the list below choose the phrases that describe some of the things that could have been seen on an early trip along the Oregon Trail. Write the numbers of these phrases on your paper.

- 1. dusty, deep-rutted roads
- 2. flowers blooming on the prairie
- 3. broken wagons
- 4. comfortable inns
- 5. skeletons of oxen
- 6. graves of other travelers
- 7. old tents
- 8. bridges over rivers
- 9. many wheat fields

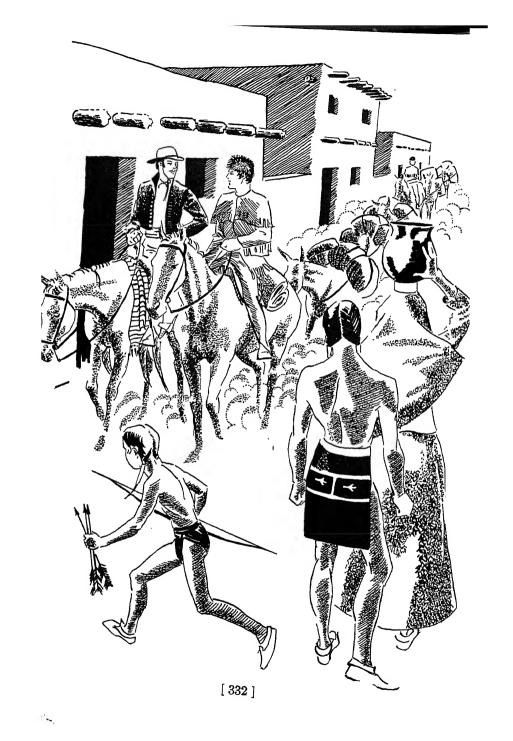
III. WHERE?

On your paper write the numbers 1-6. After each number write "Yes" or "No" to answer the question of that number.

- 1. Is the Yellowstone River in Utah?
- 2. Is California on the Pacific coast?
- 3. Is Mexico south of the United States?
- 4. Is Santa Fe near Oregon?
- 5. Is Portland in Oregon?
- 6. Does the Oregon Trail lead to the Southwest?

IV. THINGS TO DO

- 1. List some things that the early trappers and trail makers would need to take with them on their journeys.
- 2. Make class reports on pathfinders of today. Colonel Lindbergh and Admiral Byrd are two modern pathfinders.





CHAPTER TWENTY-FOUR. NEW LANDS FROM OLD SPAIN

FINDING A NEW TRAIL TO AN OLD TOWN

Mules for calico. Far west of Texas was the old Spanish town of Santa Fe. Here, it was supposed, was a good chance to trade with the Spanish and Indians. In the fall of the year 1821, Hugh Glenn, a trader, decided that he would go in search of Santa Fe. He set out with a pack train of mules loaded with calicoes, bales of cotton cloth, boots, shoes, and other things which he thought might be traded to the people of the Spanish town.

Mr. Glenn might never have found Santa Fe. He did not know just where the town was. But he met a Spanish trader who guided him on his way. At last he reached the town and found the Spanish and Indians friendly and eager to trade with him. Silver, fur, and mules were traded for the things the Americans had to sell, and Glenn and his men turned homeward.

Hugh Glenn's journey was only the beginning of [333]

many such trading trips to Santa Fe. In a few years long wagon trains, drawn by oxen or mules, were making the trip. The road from Missouri to Santa Fe was about eight hundred miles long, and many weeks were needed to make the journey. Within a few years the trade grew in value from a few thousand dollars to over half a million dollars. Several hundred wagons were used in the trade, and over three hundred men were busy carrying it on. On your map you will find a line showing where the Santa Fe Trail went.

Kit Carson, the scout and guide. When a young man Christopher Carson, or Kit Carson as he was usually called, went with some men down the trail to Santa Fe. He wanted to travel to strange places in the West. At first Kit had to work at whatever was given him to do. He was not thought old enough to stand guard at night or to scout the plains for Indian war parties. He helped the cook when needed and did other work about the wagon train. He was not kept long at this kind of work, though, for he was seen to be clever in riding and shooting. Soon he learned how to deal with the Indians. Kit Carson has been called a great Indian fighter, but he did not like to fight Indians. Whenever he could, he made peace with the Indians. A better title for him would be "peacemaker."

The Comanches (kō-măn'chēz) were among the most feared Indians of the plains. Bands of these Indians prowled along the trails of the white men looking for a chance to harm the travelers or to drive off the horses and mules. Many times Kit was chosen to follow the Indians in an effort to get the animals back. Without his oxen and mules the trader was unable to go on his way. Sometimes Kit Carson was able to coax the Indians into giving up the stolen animals in exchange for small presents. If it was necessary to fight, Kit could do that, too.

Perhaps you picture Kit Carson as a rough, boasting fighting man. This would not be a true picture at all. Kit was neither tall nor large, and he had mild blue eyes and a quiet manner. He never talked about himself and the great deeds he had done. He left that to others.

From the list below choose the phrases that describe Kit. Carson.

- 1. lover of adventure
- 2. knack for riding and shooting
- 3. afraid to fight
- 4. peacemaker with the Indians
- 5. trapper and hunter
- 6. a soldier in the war
- 7. quiet in manner
- 8. having mild blue eyes
- 9. rough and boastful
- 10. scout and guide

DAVY CROCKETT, THE BEAR HUNTER

When Davy Crockett (krŏk'ĕt) was a young boy, his family moved from North Carolina to the eastern part of what is now Tennessee. There they found plenty of wild game of all kinds, and Davy spent most of his spare time in the woods hunting. His favorite sport was hunting turkeys and bear. The only meat the settlers had was the game brought in from the woods by the hunters. Because they liked bear meat especially, Davy often went to the woods to hunt bears.

But hunting did not take all of David Crockett's time. The settlers had trouble with the Indians. You will remember that in an earlier story you read about Andrew Jackson leading the settlers against the Indians. Davy Crockett was one of the men in Jackson's army.

After some years Davy grew tired of farming and hunting in the Tennessee country. He had heard about the troubles the Americans were having in Texas. He thought he would like to go to help the Americans who were fighting against the Mexicans.

Perhaps you will remember that the land which is now the state of Texas was settled long ago by the Spanish. After a time Mexico became an independent state. Texas was then a part of Mexico. Many Americans went to Texas to live, as it was a good place to raise cotton and cattle. Moses Austin and his son, Stephen Austin, were leaders of these early settlers. The Americans who settled in Texas did not get along well with the Mexicans who ruled the country.

Leaving his family, Davy Crockett started for Texas.



He was dressed in his usual style with buckskin hunting shirt and coonskin cap with a tail hanging down his back. He took with him his famous rifle, "Old Betsy." which had been given to him because of his fine marksmanship. He was known to be one of the best rifle shots in the whole country. He often went to "shooting matches" where the best riflemen gathered.

Now Davy was off to Texas to use his rifle against the Mexicans. Most of the way he traveled on horseback. For some time, though, he rode on a steamboat up the Red River, which took him in the general direction of Texas. At last he crossed the border into what is now the state of Texas. On his way he joined other Americans who with their rifles were on the way to take part in the fighting which was going on.

Crockett and his comrades found a group of Texas riflemen at the Alamo (ä'lā-mō), a fort in Texas. The little body of about 150 riflemen was under command of Colonel Travis (trăv'is), who welcomed Crockett and his companions. A hard fight with the Mexicans was expected.

It was not long before an army of several thousand men, led by General Santa Anna (sän'tä ä'nä), came to the little fort and said it must surrender. The only answer was a cannon shot from the fort. The Mexicans began firing small shells called grenades grē-nādz'. which did little harm. Then some cannon were brought up by the Mexicans. Shots were fired into the fort.



The men in the fort held out for many days although they had very little food and water. Many Mexicans were killed as they tried to take the fort. After a while they came on in such numbers that they were able to break into the fort, and all the Texans were killed in the fight. Brave, good-natured, fun-loving David Crockett died with the others.

As soon as the news of the fall of the fort and of the death of the brave men who had defended it reached the Americans in Texas, the cry went up, "Remember the Alamo." This became the battle cry in the war which followed.

Finish these sentences.

- 1. Davy Crockett's family moved from North Carolina
- 2. As a boy Davy liked to hunt ____.
- 3. Davy Crockett was once in the army of _____.
- 4. Davy Crockett left Tennessee to go to the state of
- 5. Texas was then a part of ____.
- 6. Davy's rifle was called ____.
- 7. The Mexican general was ____.
- 8. The famous fort in Texas was called the ____.
- 9. The battle cry became "Remember the ____."

SAM HOUSTON, THE LEADER OF THE TEXANS

After the Alamo the Americans in Texas were even more determined than before to win their freedom from Mexico. Many Americans from the southern states of our country went to Texas to help their friends in their struggle for freedom.

Just about this time Sam Houston (hūs'tŭn) arrived in Texas. He was already famous. He had fought the Indians under Andrew Jackson and had served his state as a representative in Congress and as governor. For a long time he had lived among the Indians. He had been taken in by the Cherokees (chĕr-ō-kēz') and was counted as one of their warriors. Then he became a chief and helped the Indians as much as he could to keep the lands on which they lived. But here he was, a "white man" again, and eager to live among his own people. He thought that Texas would be a good place in which to make a fresh start in life. The people of Texas turned to him for help. He was chosen to lead the Texas fighters.

In a fierce battle the Mexican army was beaten, and Texas became a free nation. It was called the Lone Star Republic. Sam Houston was elected president.

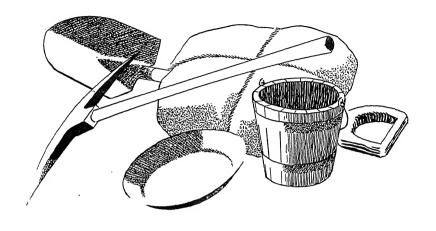
Texas added to the United States. Most of the people in Texas had moved there from the United States. Now they wanted to have Texas join the Union. But many people in our country did not think it wise to have Texas become a state in the United States. They knew Texas would be a state where Negroes were held as slaves, and they did not want a new slave state in the Union. But at last the Lone Star Republic entered the Union as the Lone Star State.

Sam Houston kept on serving Texas after it became a state in the Union. He was chosen to go to Washington as senator from the new state. He was rather a strange figure in the national capital. His long life among the Indians had given him some rather queer ideas about dress and manners. It is said that he sometimes looked more like an Indian than a United States senator. He wore his hair long, and in cool weather he would wrap himself in a Mexican blanket. When he did not like the long speeches of some of the senators, he would grunt and walk out of the Senate Chamber much as an Indian might have done.

A war with Mexico. The rulers of Mexico did not like to lose Texas. Soon a war began between our country and Mexico. The Mexican soldiers lost all the battles. One American army even captured the capital of Mexico. After that, the war ended. New lands were added to the United States as a result of the war. From these lands have been made the states of California, Nevada, Arizona, New Mexico, and Utah, as well as a part of Colorado.

Which statements are true?

- 1. Many Americans helped Texas fight for her freedom.
- 2. Sam Houston fought under Andrew Jackson.
- 3. All of the Americans wanted Texas to become a part of the United States.
- 4. Sam Houston became President of the United States.
- 5. Sam Houston liked the long speeches of the senators.



THE TREASURE HUNTERS

The early Spanish explorers searched in vain for gold and other riches in the lands they discovered. During all the long years that the Spanish people lived in California, very little gold was found. Then one day in the year 1848, a man who was working on a ditch to carry water to a mill turned up a clod of earth and stone, and there before his eyes sparkled yellow specks of gold. This was about the time California became a part of our country.

Gold! The news of this discovery spread like wildfire. From all parts of our country and from lands beyond the sea, people flocked to California hoping to get rich. Many voyaged by ship around the southern end of South America (Cape Horn); others crossed the Isthmus of Panama (păn-ā-mä') and went on by ship to California. Many others traveled across the land, and

followed the Oregon Trail westward. The trail followed the Platte (plat) River, crossed Wyoming and Colorado, and led on to Fort Bridger. Here the California trail branched off to the southwest, crossed Utah and Nevada, and finally ended in California.

Though many found riches in the "gold diggings," many more were disappointed and, strange as it may seem, the man on whose land the gold was found was ruined by the discovery.

Which of these statements are true and which are not true?

- 1. The early Spanish explorers found much gold.
- 2. The news of the discovery of gold in California spread slowly.
- 3. Gold was discovered in California in 1848.
- 4. Many people rushed to California to dig for gold.

On the Trail to California

Benson's diary. There has come down to us the diary of John Benson, who wrote a day-by-day account of his journey to California. You will enjoy reading parts of this diary, given below, and learning about some of his adventures in John Benson's own words.

Monday, May 28th, 1849—This is a beautiful morning. We have just finished breakfast, and the dishes are washed. We tasted the flesh of the antelope and pronounced it better than venison. I am now sitting on one of the knolls of the Platte and have an extensive view of the bottom and bluff. I have just counted fifteen trains of wagons.

Tuesday, June 5th—This morning while at breakfast the camp became excited at the sight of a lot of buffalo running from the river, across the bottom. These were the first buffalo we had seen, although four were killed early this morning in the hills near our camp. I went to one and cut off a mess of meat. The buffalo were numerous today. They could at most all times be seen running over the hills.

Friday, June 15th—This morning we got a late start. Here is a place an artist could use his pencil with delight. I think I have never seen such beautiful scenery as the bluffs present. They have the appearance of an oriental city with mosques and mansions in every shape and size. In about eight miles we came to a spring in a passage in the bluffs. We traveled about 20 miles.

Saturday, July 7th—Soon after moving out this morning, we came to two large banks of snow. I am now sitting on one of them. I washed my face and hands in it. We are now in the South Pass and are looking out for the summit. Crossed the River for the last time. After traveling about 10 miles, we passed the Twin Mounds, and went into camp, and found some fair grass about two miles from the roads.

Sunday, July 15th—I went to Fort Bridger this morning. It is a trading post, occupied by two men. One man, Sublette, a Frenchman from St. Louis, has a white wife, the other is Bridger, a squaw man. He was formerly from Richmond, Virginia. He has been trading 28 years. He claims he is John Tyler's sister's son. The Fort is built of hewn cottonwood logs. Several houses and a store. I saw two hogs and some chickens and cows. It is said to be 111 miles from Fort Bridger to Salt Lake.

¹Reproduced by permission of the owner, Dr. Walker D. Wyman, River Falls, Wisconsin. No part of this diary has been published before this time.

Growth of California. In the short period of two years the population of California increased to more than one hundred thousand people. In 1850 California became a state in the Union.

As the years passed, men found that California had many other riches besides gold and silver. Disappointed miners turned to other kinds of work. Some of them began to raise cattle and sheep as the Spanish people had done for many years. Others began to farm. Fine crops of apples, pears, peaches, plums, grapes, and other fruits were raised. In the southern part of the state oranges and lemons were grown. Wheat and other grains grew well in some of the valleys. California grew rapidly and soon became a rich state.

Finish these sentences.

- 1. A person's record of daily happenings is a _____.
- 2. White men who had Indian wives were called _____.
- 3. The wild animals in greatest numbers near the Platte River were the ____.
- 4. Other wild animals near there were ____ and ____.
- 5. California was admitted as a state in ____.
- 6. By 1850, the population of California was more than ____.

Making the Desert Bloom

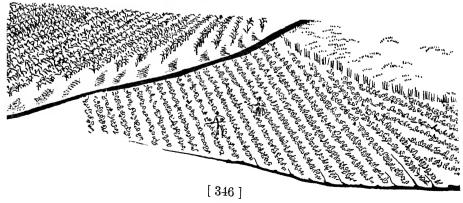
A short time before the gold rush to California, Utah was settled by the Mormons (môr'mŭnz). The first settlement was made by Brigham Young on the shores of the Great Salt Lake in 1847. John Benson, parts of

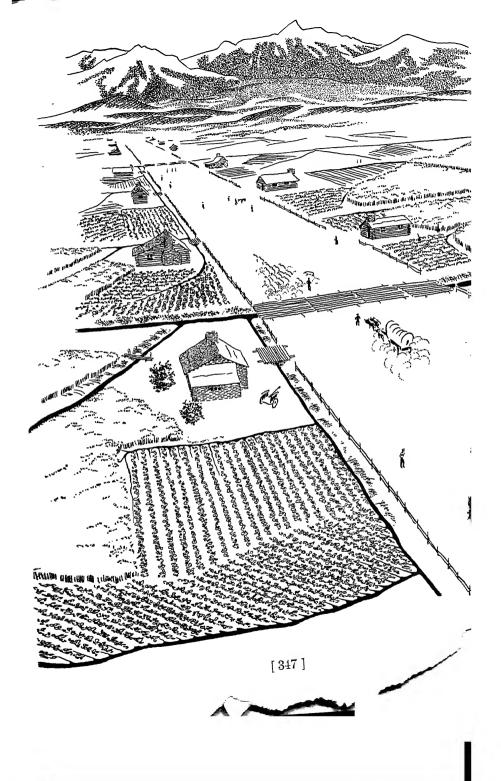
whose diary you have just read, visited the Mormon settlement on his way to California. The description of his visit as written in his diary will give you a striking picture of Salt Lake City two years after it was begun.

Monday, July 23rd, 1849—About noon we came into the valley of the Great Salt Lake in sight of the city of Great Salt Lake. We passed through the city, crossed the River Jordan, and camped one mile west of the city.

Tuesday, July 24th—This was a great day for the people in this vicinity. They were celebrating the second anniversary of their entrance into the valley. An immense amount of work and energy had been expended in preparing for the celebration. There was a cannon salute at sunrise. The marching began early in the day. The procession was led by a band of twelve pieces; then came 24 young men all dressed in white, representing the wards of the city. Each carried a banner with an inscription.

President Young was called upon. He spoke with a full clear voice. He said two years ago at 5 o'clock they entered the valley. He was by all odds the foremost of those who spoke. He is of a commanding presence, and impressed me as being a strong man.





Dinner was next. All marched in order to the tables of their wards. Strangers were invited to join in the march to dinner. It was estimated that 6000 to 8000 took dinner. I should think 200 emigrants took dinner with them.

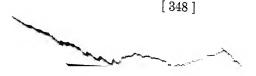
As I walked away from the bower, I turned and looked back. There were more people than I had seen since I left the Missouri River. Where did they come from? How did they get here? I pinched myself to make sure that I was not dreaming. I have seen tables set for probably 100 or more, but here were tables for thousands. But the greatest marvel is how they could, in so short a time, produce in a desert the variety of food stuffs with which the tables were spread. Men do not gather cereals from shrubs or vegetables from sage brush. The seeds, the tubers, the roots, the fowls, the pigs, the sheep, the cows, everything from which this abundance was produced, had all to be transported a thousand miles or more over such roads as we have traveled.

I. NEW WORDS

On your paper write the numbers 1-9. After each number write the word from the list which fits the sentence of that number.

pack train guide buckskin diary scout Comanche isthmus anniversary desert

- 1. The ____ went ahead of the party to look for the best way.
- 2. The travelers followed the ____ because they did now know the way.



- 3. The ____ of mules carried goods over the mountains.
- 4. The ____ tribe was feared by the white man.
- 5. The pioneer's coat was made of _____.
- 6. An ____ is a narrow strip of land connecting two larger bodies of land.
- 7. A ____ is a day-by-day story.
- 8. A ____ is a land with little rain.
- 9. An ____ is a yearly celebration.

II. WHICH HAPPENED FIRST?

On your paper write the numbers of the sentences below so that they will show the order in which these events happened.

- 1. Gold was discovered in California.
- 2. Colorado was admitted to the Union.
- 3. California was admitted to the Union.
- 4. The first settlement at Great Salt Lake was made.
- 5. John Benson followed the trail to California.

III. A REPORT TO MAKE

From this list choose a subject for a class report:

- 1. How Irrigation Has Helped California
- 2. California Oranges
- 3. Gold Mining
- 4. An Overland Trip to California
- 5. Great Salt Lake

IV. WHO?

On your parto the questic

te the numbers 1-3. Write the answers



- 1. Who was the trader who set out with a pack train of mules to find Santa Fe?
- 2. Who was the guide who was a peacemaker with the Indians?
- 3. Who was the excellent Tennessee rifleman killed at the Alamo?

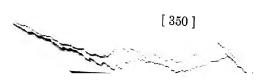
V. THINGS TO DO

- 1. On an outline map of our country show the lands that were added after Washington's time.
- 2. List some reasons why it was a good thing for Texas to join the Union.
 - 3. Build a model of the Alamo.
 - 4. Make a picture map of Texas today.
 - 5. Explain how irrigation has helped California.

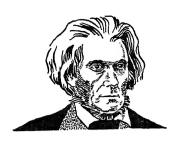
VI. AN OUTLINE ON CALIFORNIA

Copy the outline below. Write two sentences under each heading.

011 1168	rumg.
I.	The discovery of gold in California
	1 2
II.	The "Gold Rush"
	1 2
III.	The growth of California
	1



2. _



CHAPTER TWENTY-FIVE. A DIVIDED NATION

JOHN C. CALHOUN, FRIEND OF THE SOUTH

What to do about the slaves? There was great excitement in Washington, our capital city, one day in the year 1850. A serious question was being talked about by the members of the Senate. Were slaves to be allowed in the new lands which had been taken from Mexico? (See p. 330.)

The leading statesmen of the nation were there. Henry Clay, now old and feeble, was there ready as ever to do his best to save the Union. Daniel Webster. the famous speaker from Massachusetts, was on hand to try once more to hold the states together.

There was another old man in the Senate that March day of 1850. This was John C. Calhoun, the leader from South Carolina. He had served his country well in many ways. Now he was old and ill. He was too feeble to make the speech he had so carefully prepared. He sat wrapped in a blanket while another senator from the South read his speech.

Many slaves in the South. That you may better understand Mr. Calhoun's speech, we must tell about the growth of slavery in our country. You remember how the Negroes were brought from Africa and sold to the people of our country in early times. After a while there came to be thousands and thousands of these Negro slaves. Most of them were to be found in the southern states. They were not useful in the northern mills and factories. On the southern plantations, where tobacco and cotton and rice were grown, they worked away quite cheerfully.

In time many people came to think that it was wrong to own slaves. Some of these said that all the Negro slaves should be freed. Some of the people who owned slaves became angry at this. They said that the black people were better off as slaves in America than they would have been as wild savages in Africa. Perhaps this was true, as many of the slaves had snug cabins to live in, plenty to eat, and work that was not too hard for them to do. Most of the slaves seemed happy and contented. Another thing that angered the southern people was this: when unhappy slaves ran away, northern people often helped them on the journey to freedom.

Bitterness of the quarrel. Now a new cause for trouble had come up. Many people in the North thought that no slaves should be allowed in the new lands which had been taken from Mexico. Mr. Calhoun and his friends that slaves were property and that a citizen had

the right to take his property with him to any part of the nation. In his speech before the Senate, Mr. Calhoun used words about like these: "The South asks for justice, simple justice, and she ought not to take less. If you who come from the North cannot agree to settle this question fairly, say so; and let the states of the North and the South separate in peace."

As you see, Mr. Calhoun believed that the southern people were not being treated fairly. He believed that a state had the right to leave the Union if the people of that state, feeling that they were unjustly treated, voted to do so. Many people in the South and some in the North came to agree with Mr. Calhoun.

The speeches in the Senate went on for days and days. The quarrel grew very bitter. It seemed as if the nation was about to break up. On the seventh of March, Daniel Webster made a great speech. He said that, if the southern states tried to leave the Union, their action would bring on a war. He urged that a settlement of the quarrel that would keep peace must be found. He said that both sides must give up part of what they wanted.

At last Henry Clay brought in a plan which was agreed to. This plan said that California should be a free state, that is, no slaves would be allowed there. The people in the rest of the new lands of the Southwest were to decide for themselves whether slaves would into h kept there or not. Another part of the law mo

been formed. The members of this party turned to Lincoln for leadership. They chose him as their candidate for President in 1860. The Republicans wanted to keep slavery from spreading into any new territory. In the election, Abraham Lincoln was chosen to be President of the United States.

Leaders in the South now felt that it was time for the southern states to leave the Union. They felt that the Republican Party, which had elected Lincoln President, would pass laws which would hurt the South. Eleven states soon withdrew from the Union and set up a government of their own. These states were South Carolina, North Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Tennessee, Arkansas, and Virginia.

It was with a sad face and a heavy heart that President Lincoln went to Washington to begin his work. The nation was divided. What was to be done? President Lincoln was sure that it would be a bad thing for the American people to divide into two nations. As the President of the United States, it was his duty to bring the states together again in a united nation.

Answer with one word.

- 1. Where was Lincoln born?
- 2. Was Lincoln from a poor family?
- 3. Did Lincoln go to a good school?
- 4. How many states withdrew from the Union?
- 5. Did Lincoln want to keep the Union together?

JEFFERSON DAVIS, THE MAN WHO LED THE SOUTH

Living on a plantation. A boy named Jefferson Davis lived in Kentucky during the same years that Abraham Lincoln lived there, but the Davis family, instead of moving to Illinois as the Lincoln family did, went far down into the new cotton lands near the Mississippi River.



Young Jefferson Davis was sent to good schools and even to West Point, where he was trained to be a soldier. He was a good soldier in the Mexican War, of which you have read. After this war was ended, the people of the state of Mississippi sent Jefferson Davis to Congress. After that for many years he held important offices. It is said that the President of the United States often followed the advice given him by the young statesman from the South.

One day the news came to Jefferson Davis in Washington that Mississippi, his home state, had left the Union. Sadly Mr. Davis gave up his position in the

government and went back to his home. He believed that he should be loyal to his state. He thought that the Government of the United States did not have the right to tell a state what it should do about questions which came up in the state.

Working for a new government. The southern states which had left the Union banded together to form a new government. The leaders decided that Jefferson Davis should be the President of the country they wanted to make. So Mr. Davis again left his quiet plantation home and went to Montgomery, Alabama, to take up his new duties.

Both Abraham Lincoln and Jefferson Davis now saw that war was about to begin between the North and the South. President Lincoln said that the states could not leave the Union and that it was his duty to prevent them from doing so. President Davis said that, if the southern states could not get fair treatment in the Union, then they had a right to leave it and make a government of their own. This they had done and they were now ready to fight if President Lincoln and the government at Washington tried to stop them from going on with their plans.

It was not long before fighting began between the northern and the southern soldiers. Fort Sumter (sŭm'-tẽr) stood in Charleston harbor in South Carolina. The leaders of the South thought this fort should belong to them. After two days of fighting Fort Sumter

surrendered, and the Stars and Bars, the flag of the South, was run up in place of the Stars and Strip* Now the people in all parts of the country knew that : war would have to be fought to settle the quarter between the North and the South.

Finish these sentences.

- 1. Jefferson Davis was trained to be a soldier at _____
- 2. Jefferson Davis went to Congress from the state of
- 3. Mississippi was one of the states that left the _____.
- 4. The southern states which left the Union formed: new ____.

THE FEATHERED MASCOT

As soon as the War between the North and the South began, thousands of young men hurried to join the great armies that were being formed on both sides. These armies were soon ready to fight against each other in fierce battles.

Some of the men far up in Wisconsin got ready to goto the war. About one hundred of them were formed into a company. Often groups of soldiers like to take with them to war a pet, or mascot. This company of soldiers was much pleased when a friend brought to them for a mascot a live eagle.

This young eagle had been hatched in a nest which had been built high in a pine tree in the forest. Chief Sky, an Indian, had climbed the tree and captured the

young eagle. When Chief Sky went to a white man's village, he took the bird along and traded him for a bushel of corn. Another white man bought him and gave him to the soldiers.

It did not take the soldiers long to think of a name for their pet. They named him "Old Abe," for Abraham Lincoln, the war President. They put a red-white-and-blue ribbon around the bird's neck, and fastened a bunch of ribbons of the same colors on his breast. Then they made a perch for him and fastened the perch to a standard in such a way that Old Abe could be carried along on the march and high enough so that every man in the company could see him. Soon the company was called the "eagle" company, and the thousand men that this company marched with in a regiment were spoken of as the "eagle" regiment.

At last the "eagle regiment" was down in the southern states, where most of the battles of the war took place. Old Abe soon showed that he liked being a "soldier." When a fight was going on, he sat on his perch near the battle lines. Often he flapped his great wings and screamed his war-like cries. Once or twice he jumped into the air with such force that he broke the rope which tied him to his perch. Then he soared away through the smoke above the field of battle.

The men in the armies of the South soon learned about the war eagle and often tried to capture him or shoot him. Now and then a bullet clipped off a feather,



but Old Abe came through all of his battles unharmed. Old Abe lived with the soldiers and marched with them and watched them fight through four years of war. When the soldiers came back home at the end of the fighting, they gave their mascot to the state of Wisconsin. He lived in a big cage on the grounds of the state capitol. Thousands of people visited him each year.

But in spite of his many honors, Old Abe did not forget his soldier companions. Once, as he sat on his perch in Capitol Park, five years after the war, he heard a peculiar whistle. At once his great white head went up, and his eyes grew bright as he waited for the sound to be repeated. Then the man who had whistled stepped up beside the perch. He had been one of the eagle's comrades in the war. Old Abe showed in every way that

he remembered him. He hopped about excitedly and bent his head to be stroked.

The delight of the old soldier was almost more than he could bear. Tears ran down his cheeks as he put his arms around Old Abe's neck. "Boys," he said to his companions, "I wouldn't have missed this for a hundred dollars!"

GENERAL LEE AND HIS HORSE, TRAVELER

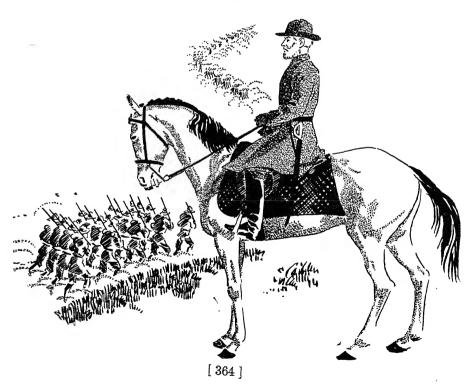
Robert E. Lee grew up on a fine plantation home in Virginia. He liked to remember that his father was "Light-Horse Harry" Lee, one of the heroes in the armies commanded by George Washington. Robert was a thoughtful boy, trying always to act the honest, manly part that fitted a young Virginia gentleman.

It was natural, of course, for Robert E. Lee to become a soldier. He was given an education at West Point: afterwards he served his country for many years.

When the War between the North and the South came, it was hard for Lee to decide what to do. He had spent thirty years in military work for his country, the United States. But now the word came to him that Virginia had left the United States and joined with the other southern states. He knew that the United States Government at Washington was raising armies to send into the South to try to make the people there give up their plans for having a government of their own. He did not want to fight against Virginia and against his

old friends and neighbors. He did not think it was right for northern soldiers to march into the southern states. So he gave up his position in the army and went to his home in Alexandria, Virginia. Soon he received a call to come to Richmond to help defend his state.

After about a year General Lee was placed in command of all the southern soldiers in Virginia and led them to victory in battle after battle. His armies won so many of these battles that the men of the North could not march into the South to destroy or capture the southern forts and cities.



Lee's soldiers liked to do just what their commander ordered, for they loved and respected him. To them he seemed almost like a father. Often the men forced their general back from dangerous places where the bullets were flying. They were more anxious to protect him than they were to save their own lives. They did not see how they could go on in the war without him.

General Lee rode away to the war on a beautiful gray horse having a black mane and tail. The name of the horse was Traveler. The soldiers loved Traveler almost as much as they did his rider. Wherever the army went, on long marches and into hard battles, there was General Lee on Traveler. The soldiers marched better and fought better because the big gray horse and his master were there.

Finish these sentences.

- 1. Lee's home was in _____.
- 2. Lee was given an education at _____.
- 3. Lee became general of the army of ____.
- 4. Lee's horse was named ____.
- 5. The soldiers of the South loved ____.

BOY SOLDIERS OF VIRGINIA

Late one evening a horseman rode up to the Virginia Military Institute, a school for boys at Lexington, Virginia. He asked for the officer in charge. He had an important message; it was a call for help.

These were dark days for the soldiers of the South [365]



fighting against the larger armies of the Union. Now these Union soldiers were marching south in western Virginia. They must be stopped, but there were not enough soldiers to send against them.

At Lexington, eighty miles away from the armies, was the Virginia Military Institute. Could the boys who were going to school there come to the aid of the southern soldiers? There were only 250 of these boys, but help must be had. A rider was sent to ask the officer at the head of the school to bring his students to the camp of the soldiers near New Market.

Early in the morning the boys marched out to do their bit. The rain poured down, but on and on marched

the boys over the muddy roads. Many grew tired and discouraged but they kept on, for they knew that their help was needed. Perhaps as they marched they thought of their hero, General Thomas J. Jackson, commonly known as Stonewall Jackson. He had been one of their teachers at the school. Now he was gone, his life lost in battle. We may be sure that these boy soldiers marched with firmer steps as they remembered the brave deeds of General Jackson.

A three days' march brought the little party to the battle lines at New Market. They were worn and tired. Many of the rifles which they carried could not be fired after having been soaked by three days of rain. Before them were the Union soldiers.

At the command of Colonel Skip, one of the teachers at the institute, the boys formed in line of battle. Cannon which the Union soldiers had set up on a low hill must be taken. Bravely the schoolboys swept forward. Many of them fell, killed or wounded, but the cannon were taken and the Union soldiers were driven back. A wild cheer went up when one young fellow mounted a captured cannon and waved the school flag.

If you should visit the Virginia Military Institute today, you would see many things to remind you of the proud record of these boy soldiers. In the museum near by you would see the torn flag which they carried into battle. There is a wreath and star from the military coat of General Robert E. Lee. Also you would see a

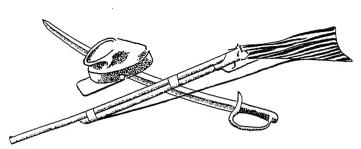
plain black raincoat with a bullet hole through the shoulder. This is the coat worn by General Stonewall Jackson when he received the wound which caused his death.

How Peace Came to the Nation

As the war went on, great hardships came to the people. In the southern states where most of the battles were fought, cities and towns were burned, railroads were torn up, and the crops in the fields were destroyed. Often there was no food for the people nor food or clothing for the men in the armies. In the South there were few factories in which guns and powder and other things used in the war could be made. But in spite of this the brave soldiers of the South fought on.

A stubborn soldier. It seemed for a time that President Lincoln and the soldiers of the North could not force the southern armies to give up. More than anything else Abraham Lincoln wanted to bring the southern states back into the Union. He tried to find generals who could lead the northern armies into the South and win battles and drive back the southern soldiers. At last he found the general he was looking for. This general was Ulysses S. Grant.

General Grant was a stubborn soldier. He kept his men marching forward into the southern states and fighting, even though they were sometimes beaten in battle. At last General Grant and his army drew so



close to Richmond, the southern capital, that General Lee and his soldiers were forced to hurry away to escape being captured. They were ragged and hungry, and there were not many of them. At last they had to stop and give themselves up. They could march no farther.

The two generals, Grant and Lee, met to talk things over. General Grant said that the southern soldiers, if they would promise not to fight any more against the Union armies, could go home. He let them take their horses with them as he saw that these would be useful on the southern farms. So the southern armies surrendered, and in a few weeks there was peace everywhere in the country. General Lee said good-bye to his soldiers and rode away on Traveler.

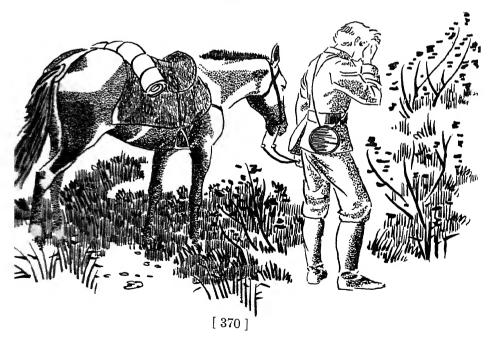
After the war. When the northern soldiers got back to their homes, they soon found work on the growing farms or in busy mills and factories. That part of our country had plenty. But this was not true in the South. There everything was in ruins. Weeds grew in the fields. The southern soldier returning to his home had no tools with which to work. He had no money with which to buy the many things needed so that he could make a living for himself and his poor family. Many of the Negroes who had been given their freedom wandered about and would not work. It was hard for the southern men to make a new start in life.

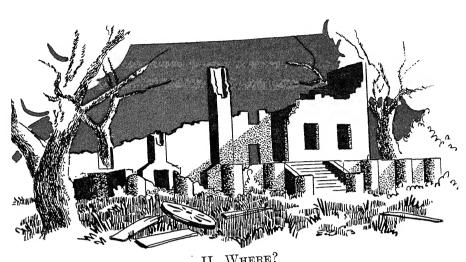
I. NEW WORDS

On your paper write the numbers 1-3. After each number write the word from the list which fits the phrase of that number.

hardship institute museum

- 1. a place of education
- 2. a place where objects of interest are shown
- 3. anything hard to bear





II. WHERE?

On your paper number 1-9. Write "Yes" or "No" after the number which stands for each question.

- 1. Is West Point in the South?
- 2. Is Kansas near the Pacific Coast?
- 3. Is North Carolina in the southern part of our country?
- 4. Is Florida near Georgia?
- 5. Is Virginia near Washington, D. C.?
- 6. Is Charleston in South Carolina?
- 7. Was Lee's home in the South?
- 8. Did cotton grow in the North?
- 9. Is the Virginia Military Institute at Richmond?

III. THINGS TO DO

- 1. Collect pictures of Lincoln for the bulletin board.
- 2. Make a Robert E. Lee booklet for the library table.
- 3. List as many reasons as you can why it is a good thing that the Union was preserved.
- 4. Bring to school some United States postage stamps with pictures of the leaders in the war.

IV. MATCHING

Write the names in the first column on a piece of paper. After each name write the number of the phrase in the second column that matches it.

Abraham Lincoln	1.	the President of the southern states
Jefferson Davis	2.	an Illinois lawyer who became President of the United States
"Old Abe"	3.	a leader from South Carolina
Robert E. Lee	4.	who was a friend of the South the statesman who suggested the Compromise of 1850
Traveler	5.	the leader of the southern army
Daniel Webster		the horse of a southern general
Henry Clay		a mascot of some northern soldiers
Ulysses S. Grant	8.	an orator from Massachusetts who tried to hold the Union
		together
John C. Calhoun	9.	the general of the northern
~		soldiers at the close of the war
Stonewall Jackson	10.	a southern general who was
		killed during the war



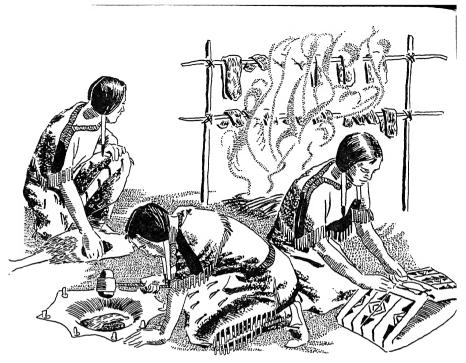
IX. LIVING IN THE GREAT WEST CHAPTER TWENTY-SIX. PREPARING THE WAY

A BUFFALO HUNT

The Indian boy, Mo-ke-ta-va-ta, was very sad. His father would not let him go on the buffalo hunt. He was too little, Red Beaver said.

Red Beaver and his band had been waiting on the banks of the Powder River for many weeks for sight of the buffalo herd. This morning, three of the men had galloped furiously into the camp carrying the word that the herd had crossed the river only a few miles below the Indian village.

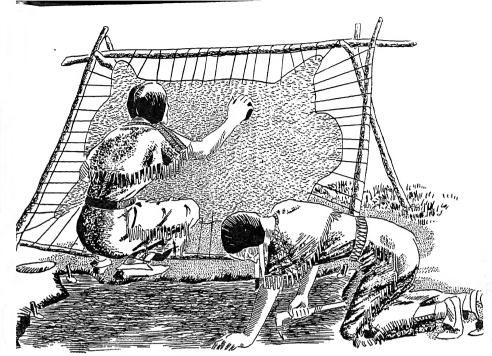
You must not think that Black Kettle, for that was what the boy's name meant in English, was left in camp when the braves dashed away on swift ponies. He was too big for that, even if his arm was not strong enough to drive an arrow through the thick hide of a buffalo. No, only papooses and a few old women were



left behind. The others were soon riding as fast as they could go after the men. There would be work for all if the hunt was successful, as was by no means certain.

There were no longer plenty of buffaloes on the plains. Black Kettle had heard his father tell of the days when buffaloes were everywhere—great herds of them. It was easy then to kill, and the Indians always had plenty of food. Now it was different. Weeks and weeks went by when no buffaloes were to be found. Black Kettle's people often were hungry.

But this was a good hunt. Soon the women and boys came upon the bodies of buffaloes which had been overtaken and killed by the hunters. They set to work at once to take care of the meat. The women knew just



how to do this, but before they had more than begun their work they could hear the pounding of hoofs coming nearer and nearer. They shouted with joy. Now they knew the hunt would be a great success.

Swift riders had succeeded in turning the buffalo herd, which was now running in a great circle. Clouds of dust arose. Black Kettle could see the riders on the edge of the herd, driving arrows and spears into the galloping beasts until the bodies of the great rough-coated animals were scattered thick over the prairie.

It was a great hunt! Scores of buffaloes were killed. Black Kettle and the people moved the tepees (tē'pēz) to the place where the hunt had taken place, and all the women, old and young, went to work with a will.

What the buffalo meant to the Indians. The women knew how to prepare the meat in many ways. The liver, the heart, and other organs were eaten first, and what a feast was enjoyed! A fat substance which lay along the backbone was stripped out. This was dipped in hot fat and then dried in the open air. This the Indians used for bread. Large quantities of the meat were cut in strips. These were wound on sticks and held over a slow fire. The whites called this "jerked" meat.

The squaws would often make pemmican (pĕm'ĭ-kăn). Strips of meat were beaten into a shapeless mass. Over this mushy flesh was poured layer after layer of warm fat. Loaves of this meat were packed in bags of buffalo skin, air tight. Prepared in this way the meat would keep a long time. This was highly prized by both Indians and whites. White traders often used pemmican on their long hard journeys.

No part of the buffalo was allowed to go to waste. The skins were used for robes and tepee coverings. From some of the skins the coarse hair was removed, and the skins were scraped down until quite thin. These were worked until soft and easily bent in new shapes. If the robe was for a chief, the squaws would decorate it with porcupine quills or beads. Saddles, pouches, and even boats were fashioned from buffalo hides. The long hair of the neck was used like sheep's wool and was woven into belts and ornaments. The tough hide of the buffalo neck was made into shields for the warriors.

You can see that the Indians depended on the buffalo for many things—food, shelter, clothing, and weapons. Without the buffalo the Indian could not make his living on the great plains.

The end of the buffalo herds. Many buffaloes were killed for meat by the early settlers and to supply the men who built the railroads across the plains. But it was the buffalo hunter who destroyed the herds. No blanket could compare with the buffalo robe for warmth. Buffalo skins were made into coats, and wherever the winters were cold, buffalo robes and coats were widely used.

Organized bands of hunters went out into the buffalo country armed with long-range rifles. Often a single hunter would kill as many as a hundred buffaloes in one day. In one year over a million buffalo hides were sold in the east. The skins were sold for a dollar or two apiece. A buffalo robe might be bought for ten dollars or less. In a few short years the buffaloes were gone. Today, there are a few small herds in some of our national parks.

Do you wonder that Black Kettle and his band became angry when they saw the whites moving into their old hunting grounds? Sometimes they quarreled and fought with the miners and ranchers.

One day word came that Black Kettle's band must move. The chiefs had agreed to take land far away to the westward. But Black Kettle, who was a chief now, did not want to leave the plains over which his people had roamed and hunted for many years. The graves of his father and mother were here. He led his little band away into a deep mountain valley hoping that his people would not be found, but the soldiers came and said that the Indians must go with others of their tribe to the new home.

- T

The reservation. What a sad journey that was. For many days the ponies dragged the travois across the dusty prairies. The travois was made of two poles that were strapped near one end to the sides of the pony; the other end dragged on the ground behind. A platform was placed across the dragging poles to carry the load that the Indian wished to move. These rude sleds held the few possessions of the Indians.

The land which was set aside for the Indians was called a reservation (rez-er-vā/shun). The new home on the reservation was not like the old home. Here the Indians could not come and go as they pleased. There was little hunting. Guns were taken by the soldiers, and instead the Indians were given hoes and told to plant corn and potatoes. Beef cattle were given them to kill for meat, and blankets took the place of buffalo robes.

Do you think that Black Kettle and his people were content with this lazy life? No, they were homesick. One day Black Kettle and several of his braves thought they could stand it no longer. They mounted their ponies and rode away. They left the reservation and

rode away eastward toward the old hunting ground on the Powder River.

When the soldiers came to make Black Kettle go back to the reservation, he refused to obey. He and his band fought the soldiers, and Black Kettle was killed. He would rather die on the prairie than live on the reservation.

Choose the best ending.

- 1. Red Beaver lived in a (tepee, wigwam, pueblo).
- 2. A group of buffaloes is called a (herd, flock, drove).
- 3. The buffalo hunters rode (mules, ponies, wagons).
- 4. Most buffaloes were found on the (mountains, hills, plains).
- 5. Buffalo hair is (shaggy, smooth, black).
- 6. Indians hunted with (guns, arrows, clubs).
- 7. The number of robes taken in one year was a (thousand, hundred, million).
- 8. Today buffaloes are found (in national parks, on open prairies, nowhere).

AN OVERLAND JOURNEY

Daddy and Mother were gone, and only Junior and Grandpa were at home. It was quite a while after dinner. The two were sunning themselves on the porch, but Junior was rather restless.

"Grandpa," he said, "tell me a story, will you?"

Grandpa knew a lot of good stories, but just now he didn't know what kind to tell.

"What do you want me to tell about?" he asked.

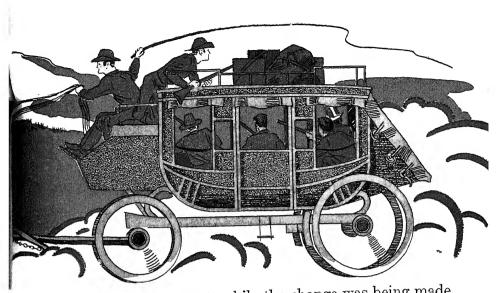


"Oh, I don't know." Junior thought a moment. "Say, Grandpa, didn't you ride on an overland stage once?"

"You bet I did," said Grandpa. "I rode in one all the way from St. Louis to San Francisco and, say, that was a long ride."

Would you like to know what Junior learned from Grandpa's story of a journey on a stagecoach? Before the railroads were built, people traveled across the prairies in stagecoaches or on horseback. Stagecoaches were great heavy carriages which could carry a number of passengers. From four to eight mules or horses were needed to haul a coach through the deep sand of the prairies and up the steep mountain roads.

The teams were changed at stations along the roads so that the coach could go on its way as rapidly as possible. Only four minutes were needed to change teams at one of these stations. The passengers usually



stayed in their seats while the change was being made. At meal times longer stops were made at inns.

Some of the coaches had very grand names such as the "Golden Duchess" and the "Queen Victoria." They were not very comfortable, as you can imagine. The seats, which ran crosswise of the coach, were little better than benches covered with heavy cloth.

The journey from St. Louis to San Francisco took from twenty to thirty days. They were very long days, too, as the coach kept going from daylight to dark. To get stuck in the mud, as the coach forded a stream, was not uncommon. When this happened, the passengers got out and helped pull the coach out. On the rough mountain roads the coach was sometimes in danger of tipping over. The driver would shout to the passengers "right" or "left," at which they would scramble to one side or the other to keep the coach right side up.

Though Junior was very much interested in the troubles of the stagecoach, he became much more excited when Grandpa told him of an Indian scare. One day a band of Indians was seen to be following the stagecoach. As good luck would have it, the passengers were all men, most of whom carried revolvers. The driver got out three rifles which he gave to the men who claimed to be old Indian fighters. He then lashed his tired horses into a furious gallop, and the coach soon drew up at the next station without mishap.

Junior was, of course, disappointed that the Indians had not overtaken the stage. He wanted to hear about an Indian fight. No doubt the Indians could have caught the stagecoach, as they were mounted on swift ponies. Perhaps they had learned in some way that the passengers were prepared to fight. They followed the coach for miles but did not dare attack it.

Perhaps more dangerous than possible attack by Indians was that part of the journey across the deserts of Nevada. For miles and miles the trail led through a desert. Endless and gray the sands stretched away on all sides with no water nor green spot to be seen. Sometimes travelers died from thirst, while others were overcome by the burning heat. What a delight it was when the stagecoach reached the cool valleys of California.

A few years ago the writer of this story stopped to rest at old Fort Bridger in western Wyoming. While he was eating lunch in the shade of the old fort, one of the few men who were loafing about came up to ask about our journey.

"A lot different now ridin' in an automobile than 'twas in the old stagecoachin' days," he said.

Since the man was not old, I replied, "Well, yes, it is, but I don't think you were around here back in those times yourself."

"No, not me, but we have got one of them old coaches down here a bit of a ways."

And sure enough, there was the coach in an old barn some two miles from the fort. Our guide told us that some men from the East had come out to Fort Bridger in this coach in the early days. It was a splendid carriage, or had been. The great wheels were much larger than are to be seen on farm wagons today. Within were seats covered with plush, now sadly moth-eaten and decayed. At the windows hung rags that had been silk curtains. This surely was no ordinary coach but one which had belonged to some wealthy man. Perhaps he had come out to the West as a miner or to raise cattle.

Finish these sentences.

1.	Stagecoaches were pulled by
2.	Stagecoaches carried
3.	The early roads were
4.	Horses could be changed in
ĭ	Longer stons were made at
c	The trip from St. Louis to San Francisco took
7.	The stagecoach was sometimes attacked by



RIDING THE PONY EXPRESS

A faster way to carry mail. "A whizz and a hail, and the swift phantom of the desert was gone before we could get our heads out of the window." This is the way Mark Twain described the Pony Express.

Compared with the speed with which the mail is carried today, the Pony Express was slow, indeed. Trains and airplanes now carry the mail as far in a few hours as the Pony Express carried it in days or weeks. Imagine that you live in New York City and that your cousin lives in San Francisco. You could drop a letter in the mail box at your home and in four days the fast mail train would carry the letter to your cousin. If you wanted her to get it more quickly, you would send the letter by air mail. If you sent it on Monday, your cousin could read the letter Tuesday evening.

In the year 1860 the Wells Fargo (fär'gō) Company organized the Pony Express. At that time there were no railroads or express lines reaching westward beyond the Missouri River. The stagecoach was the only means of travel. It took a long time for letters and express packages to reach the people who lived in California.

Horses and riders. A large number of horses and almost a hundred skilled riders were provided for carrying the mail. Each rider traveled from seventy-five to



eighty miles in a day. He changed horses every twelve or fifteen miles and was thus able to keep up a rapid pace. It took about ten days for the Pony Express to travel two thousand miles from St. Joseph, Missouri, to San Francisco. The postage on a letter was five dollars in gold.

Only hardy and skilled riders were fit for this dangerous work. Among the most famous of the riders were "Buffalo Bill" (William F. Cody) and "Pony Boh" (Robert Haslam). Cody was a boy only sixteen years of age at that time, but he was among the most daring of the riders. The road, or trail, ran for the greater part of the way through what was known as "Indian country." Many riders lost their lives and many others had narrow escapes when attacked by the Indians.

The Pony Express ran for only about two years. The telegraph lines reached California, and there was need no longer for the hard riding men of the Pony Express.

- 1. What did the Pony Express carry?
- 2. Who rode the ponies?
- 3. Where did the Pony Express go?
- 4. When was the Pony Express organized?
- 5. How long did it last?
- 6. Why did the Pony Express end?



BUILDING THE FIRST WESTERN RAILROAD

Wagon trains, stagecoaches, and the Pony Express could not long satisfy the needs of the western people. Railway lines were built westward into the prairie states. Could a railway be built to the Pacific coast? Engineers were sent to find a way. To help build the railroad the government gave the railroad companies millions of acres of land.

The Union Pacific Railway built westward from Omaha, Nebraska. The Central Pacific built eastward from San Francisco. At last the work was completed, and the two roads met near Ogden, Utah, May 10, 1869. The "iron road" spanned the continent.

The new road crossed a wide strip of desert, bridged swift streams, and climbed steep mountains or tunneled beneath them. A journey which had taken six weeks by overland stage could now be made in six days. Today it takes two days or less to make the journey.

I. BECAUSE

Write the numbers 1-4 on your paper. After each number write a good ending for the sentence that has the same number.

- 1. Buffaloes disappeared from the prairies because _____.
- 2. The buffalo was important to the Indians of the plains because _____.
- 3. The Indians did not want to go to the reservation because _____.
- 4. The Pony Express was organized because ____.

II. NEW WORDS

On your paper write the numbers 1-8. After each number write the word from the list that is needed to finish the sentence of that number.

pemmican jerked meat porcupine	reservation papoose prairies	tavern continent
 Buffalo meat of before roasting The Indian the government The is an A is anoth An Indian baby The grassy land called Loaves made of stalled 	eut in strips and is called is a section of as a home for animal that has her name for an is called a ds where the bestredded buffalo	d wound on sticks f land set aside by the Indians. s sharp quills. inn. uffalo roamed are meat and fat were
8. North America is large body of lar	s called a b	ecause it is a very

III. THINGS TO DO

- 1. On a map of your state find areas of land set off for Indian reservations.
- 2. Trace the Union Pacific Railway line from Omaha to San Francisco.
- 3. How long would it take you to travel from your home town to New York by train? By airplane? By automobile? About how many miles in each case? Trace your route on a map.



CHAPTER TWENTY-SEVEN. WESTERN FARMS AND RANCHES

THE COWBOYS

Longhorns. When the buffaloes were gone from the plains, the cowboys brought in the longhorn cattle to pasture on the prairie grass. The miners and other early settlers in the West needed food. This brought the ranchers, as the ranch-owners were called, and cattlemen to supply meat for the thousands who were moving out into the mountains and plains:

There roamed over the plains of Texas and the Southwest large numbers of wild cattle. It is supposed that these animals came from stock brought in by the early Spanish settlers years ago. These long-horned and long-legged cattle were not much used for beef. Only the hides and tallow were of value.

From the Mexicans the American cowboys learned how to "rope" and "brand" cattle. Each rancher had a brand or mark which was burned on the sides of the cattle of his herd so that he would not lose his animals



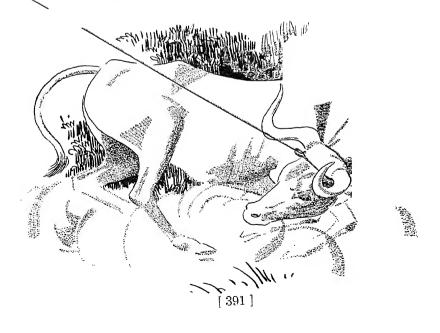
on the open, unfenced range. The Americans brought in better breeds of beef cattle to improve the range herds. In this way the great cattle industry of the plains country was started.

Trail herds. The plains of Texas were a long distance from the mining towns of Colorado and Montana and the other new settlements where beef was needed for food. The cattlemen drove their herds north. Great herds, sometimes numbering thousands of cattle, were driven north each year to graze and fatten on the buffalo grass. These were called "trail herds."

Cowboys. The men who herded the cattle on the range were called cowboys. All the riders were called cowboys, even though they might be herding horses. When a man came to own cattle he was called a rancher, not a cowboy.

The cowboys rode strong, active ponies which, like the cattle, had come from the wild herds. The ponies as well as the riders were skillful in handling the "cows," which were more like wild animals than like the cattle we have on farms today.

To capture an animal for branding or for any other purpose, a rope, or lariat (lăr'i-āt), was used. This name was borrowed from the Spanish (la reate, rope). The lariat was usually made of braided rawhide and was very strong. It was thrown by the cowboy over the



horns of the cow or sometimes around the animal's legs. The rope was given a turn around the saddle horn, and the cow pony jerked, or "snubbed," the captured beast up short, sometimes throwing him to the ground.

The dress of the cowboy was also copied from the Mexican riders. The wide-brimmed hat, or sombrero (sŏm-brā'rō), and the chaps, or chaparajos (chä-pä-rä'hōs), came into common use in the ranch country.

The saddle used by the riders was usually called a stock saddle and sometimes was spoken of as a Mexican saddle. It is said that the general plan of this saddle came from the Spanish settlers of the Southwest. This saddle weighed thirty or forty pounds. The frame was of hardwood which was covered with rawhide. The horn was high so that the rope could be easily looped or half-hitched around it. The cantle (kăn't'l), or back part of the seat, rose at a sharp angle and was also high. This gave the rider the firm seat needed in his work.

The round-up. The big event of the year on the cattle ranches was the round-up. The range cattle were rounded up by the cowboys. Each rancher claimed the animals which bore his brand and all the young calves that followed after the cows. The older cattle which were fit for market were separated from the others and driven away—some to be killed for beef and others for the hides and tallow. The calves were branded and turned loose with the other young stock to run for another year or two on the range.

Which expression in the second column belongs with each word in the first column?

1. longhorns	a. a mark burned in the skin of animals
 brand flank range 	b. early cattle on the plainsc. grazing landd. men who herded cattle on the range
5. cowboys6. rancher7. lariat	e. one who owned cattlef. a rope of braided rawhideg. the time on the range when cattle are brought together to be
8. sombrero	branded or sold h. the part of the animal's side between the ribs and the hip
9. round-up 10. tallow	i. a broad-brimmed hatj. beef fat



THE FARMERS

The cowboys and their herds did not long have the grassy plains to themselves. Soon came herds of sheep into parts of the range. The cattle did not like the sheep, and the cattlemen did not like the sheep men. The sheep nibbled the grass so short that cattle could not graze on the same range with them. Cattle do not like the smell of sheep. Water was scarce, and when sheep

drank at the waterholes, neither horses nor cattle wanted to drink at the same places. For these and other reasons there was quarreling between the cattlemen and the sheep men which sometimes led to open fights.

It was the farmer who drove the herds off much of the grassy plains. In 1862 Congress passed what was known as the Homestead Act. This law gave 160 acres of land to anyone who would build a house and live on the land for five years. Later it was arranged so that the land could be secured by paying a small price per acre __cter living on the place for fourteen months.

Soon large numbers of people began moving out to the plains country. Thousands of these homesteaders, as they were called, took up claims in Kansas and Nebraska and in Dakota Territory. In time these settlers turned the prairies into farms. They built barbed wire fences to protect their crops from the cattle, and thus much of the open range was taken away.

The cattlemen fought against this change. Were they not there first, they asked. They said that much of this land was not fit for farming and should be left for the herds to graze upon. But the law helped the farmer, and slowly the herds of cattle were driven farther west into the foothills of the mountains

What was the Homestead Act? In what year was this law passed by Congress? What happened to the herds of cattle when the farmers came?

A SOD HOUSE HOME

This true story was told to the author by a member of a family of early settlers in South Dakota.

I can well remember the day when Father came home from his trip to South Dakota. He could scarcely wait until he got into the house before he began talking about the wonders of the prairies.

"Just think," he said, "I have 160 acres of fine land all staked out. Turn over that sod and put in a crop of wheat is all there is to it. We must pack up right away and get out there."

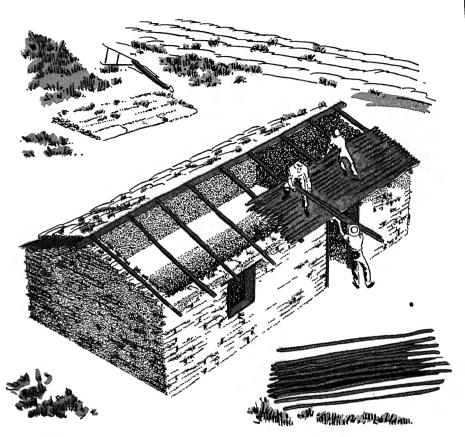
In less than two weeks' time we were aboard the train and started for the new home. Father had gone on three days before with the stock and household furniture. He rode in the freight car with the ox team and old Bess, our favorite cow. "One cow is all we can bother with out there," Father had said.

Never shall I forget my first view of South Dakota from the little station platform at Frankfort where we got off the train. The prairie swept away as far as the eye could see. Level and flat the land lay in strange contrast with the hills of western Wisconsin from where we had come.

Father was there to meet us with the ox team and wagon, and in two hours' time we were at Johnson's place, where we were to stay until our house was ready.

There were no trees in that part of South Dakota except some cottonwood along the James River some miles away. Lumber and other building materials were expensive and hard to get at any price.

Our first home in South Dakota was a sod house which my father built with the help of Mr. Johnson and another



neighbor. With a plow the tough prairie sod was turned over in furrows. These furrows were then cut up into "bricks" about three feet long. These bricks were laid layer upon layer until the walls were of the right height, about six or seven feet, I think. Our house was sixteen or eighteen feet long and twelve feet wide. Poles were hauled from the river valley for the roof. These were covered with sod and grass. Father got enough lumber with which to make a door. A "one-sash window" was put in, and the house was ready.

During the first summer the bare earth, packed down smooth, served as a floor. Before winter came a rough board floor was put in. A rag rug was hung crosswise, and by this means we had a home with two rooms.

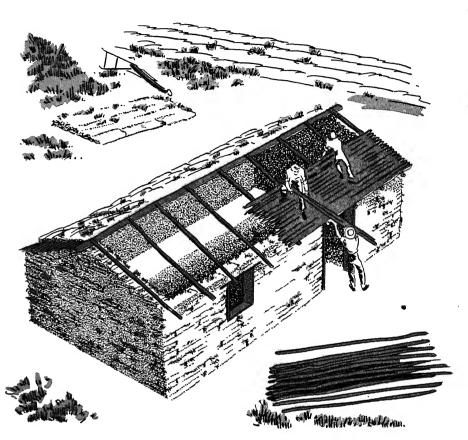
To us children living in a sod house was fun, anyway at first, but our poor mother missed the snug frame house of our Wisconsin farm. When it rained (which was not often), water trickled through the sod roof and soaked everything inside. After every shower all the bedding had to be hung outside to dry. The sod house was cool in summer and warm in winter. It would not burn if a prairie fire swept the land as sometimes happened.

The first crop of wheat ripened well and brought Father some money. Though lumber was high, as we thought then, somehow we managed to get enough lumber and other materials with which to build a small frame house, one of the first in that neighborhood.

What a day that was when we moved into our new home—so clean and light and airy after two years in the old sod house. It is said that, on account of the light, some of the sod house settlers could not sleep at first when they moved into frame houses.

My father soon found that farming the prairie was not so easy as it had seemed. To "break" tough sod was heavy work for the oxen as well as the men. Two or three yoke of oxen were needed to pull the heavy plow. But hard work was nothing if we could be sure the crop would ripen.

The third summer, I think it was, a dreadful thing happened. Rains in April seemed to make sure a fine crop. In early summer the wheat stood shoulder high. The harvest was near. Then one morning a warm wind began blowing from the south. All day it blew and with each hour the air



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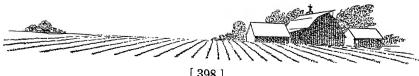
grew hotter and hotter. The next day was the same. By noon the grain stalks began to wilt and the heads of wheat to droop. By evening the fields lay in ruins; the crop was destroyed. Father and Mother were heart-broken. I don't know how we could have lived through that winter if Grandfather had not sent us money from the old home.

Yes, we went through the great blizzard of 1888. This is sometimes called the "school children's storm." It came on so suddenly that the children in the prairie school houses could not get home. Many who made the attempt lost their lives. Others were penned up in the school houses for days awaiting rescue.

Recently I drove through that part of South Dakota where we homesteaded many, many years ago. Today it is a rich farming country. The treeless prairies are gone. Tree planting has placed groves around comfortable farm homes, and the streets of the many well-kept towns are lined with splendid shade trees.

From this list choose four reasons why the sod house was a good house for the pioneer on the prairie.

- 1. It would not burn in the prairie fires.
- 2. It was cool in summer.
- 3. It was dark.
- 4. It leaked when rain fell.
- 5. It was warm in winter.
- 6. Rain does not often fall on the prairie.
- 7. It was pretty and green.



CROWDING OUT THE INDIANS

The Plains Indians did not like the settlers. They saw their hunting grounds growing smaller with each passing year. Soon they began to make trouble. Our government sent soldiers to protect the settlers. The Indians were forced to give up more and more of the lands they claimed. They did not give up without a struggle, and many bitter battles were fought.

Pieces of land were set apart for reservations where the Indians were made to live. More and more land was opened up for settlement, and many new states were formed.

Where you now find the state of Oklahoma on your map was once the home of a number of tribes of Indians. This was called Indian Territory. Our government set this land apart as a home for the Indians who had given up their lands in other places. After a time it was thought that the Indians did not need all this land, and so it was decided to open part of it for settlement. It is said that fifty thousand people rushed into the territory the first day it was opened. Towns and cities sprang up as if by magic. In a few years Oklahoma became a state in the Union.

- 1. Why did the Indians who lived on the plains dislike the settlers?
- 2. What was a reservation? Are there any Indian reservations today? Do you think this is a good way to take care of the Indians?

THE STORY OF WHEAT

You have read how the American people have always moved westward as our country was settled. In the same way wheat raising moved from the East to the West. John Smith in Virginia and the Puritans in New England raised wheat which was ground into flour. When George Washington was President, the state of Delaware raised more wheat than any other state. But even this was not a large amount. More wheat is raised in one county in Kansas today than was raised in all of the United States in Washington's time.

In those early times the number of acres upon which good wheat could be raised was small. Then, too, there was no machinery with which to sow and harvest large crops of wheat. On page 313 you read a story about the improvements which were made in farm machinery. As the settlers moved toward the west, the raising of wheat followed. After a little time western New York became a wheat center, and flour mills might be found in many small towns. These were located on streams where a waterfall could be used to run the flour mill.

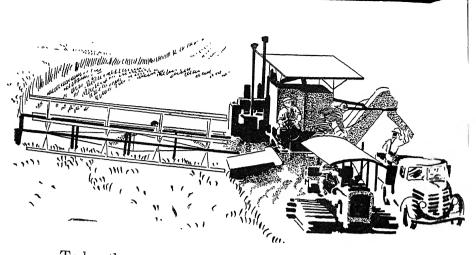


No one knows who first learned how to make and run a water wheel. We are certain that it happened long, long ago. No doubt you have seen a water wheel, or paddle wheel, running in a stream. As the current sets against the paddle, the wheel is made to turn.

Ancient people learned how to use the water wheel. The axle of the water wheel was made longer, and another wheel was built on this axle. This second wheel was used to run other wheels, and here you have the beginning of machines.

The people of long ago learned how to grind grain into flour by using the power of the water wheel. The wheel on the axle was made to lift and turn one stone against another. The grains of wheat or corn or rye were placed between the stones and were ground into flour by the motion of the millstones. From ancient times down to the present day, water power has been used to turn the wheels of mills and factories.

When the settlers crossed over the Appalachian Mountains and settled in the Ohio Valley, the state of Ohio became the great wheat section of our country. Wheat raising followed the settlers into Wisconsin. Minnesota, Kansas, Nebraska, the Dakotas, and Oklahoma. The United States was now raising wheat for all the world. Great ships carried the products of our wheat fields to other countries across the seas. The flour mills came west. Minneapolis became the flour capital of the world.



Today the great wheat states are Minnesota, Kansas, Oklahoma, North and South Dakota, Washington, and Idaho. The United States is the second greatest wheat growing country in the world. On the big wheat farms of the West one machine drawn by a tractor cuts and threshes the wheat all at the same time. The picture on this page of the kind of machine now used in harvest on a large farm will give you an idea of how this machine works.

Tell whether the statement is true.

- 1. The early settlers in Virginia raised wheat.
- 2. Today Delaware raises more wheat than any other state.
- 3. The water wheel is a modern invention.
- 4. The United States now raises wheat to sell to other countries.
- 5. Minneapolis is the flour capital of the world.
- 6. The use of machinery has greatly increased the wheat crop in the United States.

I. FINDING REASONS

From the list below choose three reasons why the cattlemen hated the sheep men. Write the numbers of these reasons on a piece of paper.

- 1. The sheep nibbled the grass too close.
- 2. The cattle did not like the smell of sheep.
- 3. The cattle and sheep fought each other.
- 4. Cattle would not drink from the waterhole after the sheep.
- 5. Water was scarce.
- 6. The sheep made too much noise.

II. NEW WORDS AND TERMS

On your paper write the numbers 1-8. After each number write the word from the list that is needed in the sentence of that number. water wheel

foothills furrow	blizzard waterfall	$rac{ ext{tractor}}{ ext{waterhole}}$	homesteaders
 The cat The 	tle grazed o _ of 1888 w	$_{ m ras}$ called the	of the mountains. "school children's
storm." 3. The plo 4. The rea 5. The ca	w made a caper was puttle and sh	wide th lled by a eep would n	rough the field. ot drink from the
same _6. The pi	oneers used	the to	grind their wheat. a water wheel.

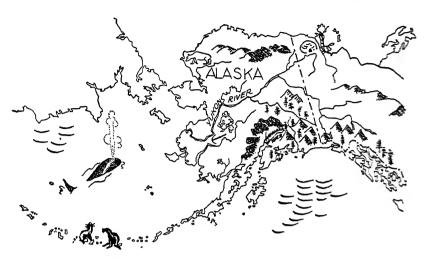
III. WHERE?

On your paper write the numbers 1-6. Write "Yes" or "No" after the number which stands for each question.

- 1. Is Nebraska near the Rocky Mountains?
- 2. Is Kansas east of the Mississippi River?
- 3. Is South Dakota farther west than Wisconsin?
- 4. Was Indian Territory in what is now Oklahoma?
- 5. Is more wheat raised in the eastern states than the western states today?
- 6. Is New York City the flour capital of the world?

IV. THINGS TO DO

- 1. Build a model for a sod house. Use the description and the picture on page 396 as a guide.
- 2. Compare methods of raising wheat today and one hundred years ago.
- 3. Make a "Word and Picture Chart" about ranch life. On the chart draw pictures for the words listed on page 393.
 - 4. From this list choose a subject for a class report.
 - a. Dude Ranches
 - b. A Round-up
 - c. How to Use a Lasso
 - d. Raising Sheep in the West Today
 - e. Machines and the Wheat Farmer
 - f. A Modern Flour Mill
 - g. A Pioneer's Flour Mill
 - h. The Spring Wheat Region
 - i. The Winter Wheat Region



CHAPTER TWENTY-EIGHT LANDS BEYOND OUR BORDERS,

Alaska and Our Island Possessions

As you have learned, our country increased greatly in size during the first hundred years of its history. The lands added during this time lay near at hand, bordering on the old states, with the exception of Alaska, which was purchased from Russia in 1867.

Alaska. Alaska was discovered by the Russians about the time the Puritans were settling in Massachusetts. The Russians were chiefly interested in the fisheries along the coast. Though Alaska is somewhat distant from the United States, leaders in our government thought it best to secure this land for fear some country of Europe or Asia would use it as a foothold in North America. The price paid was \$7,200,000. This was thought to be a bad bargain at the time. Alaska was

said to be a land of icebergs and polar bears. About twenty years after the purchase, gold was discovered in Alaska. The United States was paid back many times the purchase price. A gold rush to Alaska took place much like that to California in an earlier time. In recent years people have gone to Alaska to make their homes. One such settlement is called Mantanuska. It is in the southern part of Alaska.

Alaska is now a territory of the United States. Officials are appointed by our government. Alaska, no doubt, will become a state in the Union.

In the war with Japan that country seized Attu ($\check{a}t$ - $t\bar{o}o'$) and Kiska, two small islands in the Aleutians (\dot{a} - $l\bar{u}'$ sh \check{a} nz). These islands extended westward from Alaska toward Asia. Our soldiers and sailors were sent to drive out the Japanese. After several bitter battles they did so. These islands now rest safely in our hands.

The United States has also had a part in the history of some lands outside the mainland of North America.

The Hawaiian Islands. The Hawaiian (hä-wī'yǎn) Islands lie about 2000 miles southwest of San Francisco. Many years ago American ship captains visited these islands, and treaties were made for carrying on trade. After a time the native queen was driven from her throne, and in 1898 the islands were annexed to the United States.

Cuba and Puerto Rico. One by one the colonies of Spain in the New World were lost by that country.



Only Cuba (kū'ba') and Puerto Rico (pwĕr'tō' rē'kō) were left. A glance at your map will show you how near to our shores these islands lie. The people of Cuba and Puerto Rico were unhappy under the rule of Spain. At last they tried to break away from Spain and set up governments of their own. Spain sent her soldiers to prevent this. Long years of war caused great suffering to the people of Cuba.

It was quite natural for our people to feel sorry for the Cubans. Then, too, some of our business men owned sugar plantations in the islands. These were being destroyed by the war. At last President McKinley yielded to the demand for war to free the Cubans from Spanish rule. Our soldiers were sent to Cuba and Puerto Rico. Our ships of war destroyed the Spanish ships

which were sent to defend the islands. After less than a year of fighting, Spain was defeated and these islands came under the rule of the United States. After some years Cuba was given full freedom. Our country has not done much to help the poor people of the small island of Puerto Rico.

The Philippine Islands. Far across the Pacific Ocean near the coast of Asia lie the Philippine (fil'i-pēn) Islands. During the war with Spain these islands were taken by our army and navy. A sum of money was given to Spain at the end of the war. After some time it was decided to give these islands their independence. In the year 1935 the people of the islands were allowed to elect their own president. Our government said that at the end of ten years the islands would be a free nation. Before that time the Japanese attacked our fleet at Pearl Harbor in the Hawaiian Islands (December 7, 1941). A short time later the Japanese seized the Philippine Islands.

Is IT TRUE?

- 1. The United States bought Alaska from Russia.
- 2. The purchase of Alaska was a bad bargain.
- 3. Alaska is a very cold land.
- 4. Gold has been discovered in Alaska.
- 5. Alaska is now a state in the Union.
- 6. Puerto Rico formerly belonged to Spain.
- 7. The Philippines became a free nation in 1935.
- 8. The Hawaiian Islands are near Cuba.

A President Who Fought for a Stronger Nation

Theodore Roosevelt. Theodore Roosevelt was elected Vice-President of the United States in 1900. Less than a year later, President McKinley was shot and killed by a half-crazed man while he was attending the Pan-American Exposition at Buffalo, and the Vice-President became President.

Mr. Roosevelt once said, "No man has a right to be idle or to take life easy." He believed that a busy life is the best life. Theodore Roosevelt was not born poor like so many of our great men. He was not born in a log cabin, nor did he have to work for a living. If he had chosen to do so, he could have lived a life of ease. Instead he took an active part in many things and worked hard at difficult tasks. The first great task he set for himself was to build up his health. As a boy he was sickly and unable to play hard games. His eyesight was poor. He had to wear glasses all his life. He realized that if he was to do any of the things he had set his heart on, he must be strong and healthy. As soon as he was old enough, he took up horseback riding and swimming. He took lessons in boxing. Tennis was his favorite game.

Rise in public life. Mr. Roosevelt believed that it is the duty of a citizen to take part in public matters, to vote and hold office. After a time he was made head of the police department in New York City. He found much hard work in this office. He went out on the streets at night to learn about the work of the policemen on their rounds. When the war with Spain came, he joined the "Rough Riders" and took part in the fighting in Cuba. The Rough Riders was a regiment made up of cowboys, wealthy men, and others who volunteered for the war.

These activities caused Mr. Roosevelt to be so well known to the American people that he was elected Vice-President.

Conservation. As President of the United States Mr. Roosevelt had a chance to carry out some of his ideas



which he thought would benefit our country. One of the most important of these was the saving of the nation's wealth. The riches of our country were being wasted. The beauties of forest and stream were being destroyed. Fires swept the forest lands, and much valuable timber was lost. Hunters and trappers were destroying the wild life. The President thought that laws should be

passed to prevent this kind of waste. Early and late he talked and wrote about the need for "conservation of our natural resources." Others joined him in the work; and much was done to save the forests, the soil, and the wild life.

Theodore Roosevelt was always busy at some interesting work. It may surprise you to learn that during his busy life he found time to write a number of books on history and travel. Sometime you will enjoy reading his *Winning of the West*, which tells how the pioneers conquered and settled the West.

After he left the White House, at the end of his term as President, Mr. Roosevelt made a trip to Africa. There he hunted big game. He studied the habits of the wild animals and the plant life in the parts of Africa which he visited. He made a collection of skins which he sent home to be mounted for the National Museum in Washington. His book, African Game Trails, tells the story of his African journey.

What things about Theodore Roosevelt do you admire

A GREAT TASK WELL DONE

Digging the Panama Canal. On your map you we find the Isthmus of Panama which connects North and South America. For many years men thought that it might be possible to dig a canal across this narrow strip of land. If this could be done, ships which wanted to pass from one ocean to the other would be saved the

long voyage around the southern end of South America.

Although the isthmus is only about fifty miles wide, the task of building a canal was very difficult. It would be necessary to cut through mountain ranges. The greatest difficulty of all was the bad climate. Two diseases, yellow fever and malaria (må-lâr'ĭa), caused the deaths of many persons who lived near the swamps. The French had tried, years before, to build the canal, but large numbers of the workmen died, and they had to give it up.

The fight against yellow fever. One day a message came to Doctor William Gorgas (gôr'găs). He was asked to go to Havana, Cuba, to look after the health of our soldiers. The dreadful yellow fever was spreading there. Doctor Gorgas, Doctor Walter Reed, and other doctors went to the island to see if they could stop the disease.

The doctors first set about to clean up the city of Havana. Sewers were built, and pure drinking water was supplied, but the yellow fever continued to spread, and many soldiers as well as other people died every day. What was to be done?

Doctor Carlos Finlay, who was living in Havana at this time, had long believed that a certain kind of mosquito carried the yellow-fever germ. Almost everyone else thought this was a foolish idea. Even if it were true, what could be done about it? How could all the mosquitoes be killed?

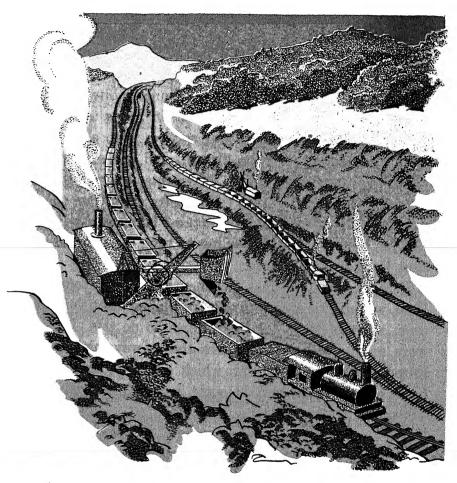
Doctor Gorgas and Doctor Reed at last began to

hink that perhaps Doctor Finlay was right. Maybe nosquitoes did have something to do with spreading rellow fever. How could it be proved? Two of the doctors offered to let some of the mosquitoes bite them. They were willing to risk their lives in trying to learn now the yellow-fever germ was carried. Both of these men came down with the disease, and one of them. Doctor Lazear (là-zēr'), died. This seemed to prove that the mosquitoes carried the yellow-fever germ from one person to another. But was it certain? It was decided to call for others who were willing to take the same risk that Dr. Lazear had taken.

Perhaps you think that such men could not be found. If so, you will be surprised to learn that eighteen young men, most of them soldiers, offered to do this. They were willing to risk their lives that a way might be found to stop yellow fever, which each year took the lives of hundreds, and in some years thousands, of persons.

We cannot give here the names of all these heroes. Two of the first to offer themselves were James Moran and John Kissinger. Though both took the disease, you will be glad to learn that neither died. John Kissinger returned to the United States and lived here as a useful and respected citizen. James Moran made his home in Hayana.

Before the fight against yellow fever could be won, it was necessary to send out a whole army of workers



to carry out Doctor Gorgas' orders: "Pour oil on all standing water; leave no pails or dishes of water standing about." After weeks and months of effort, the victory was won. From that day to this there has been no yellow fever in Havana.

The "big ditch" is dug. With the lessons learned in [414]

Cuba Dr. Gorgas conquered yellow fever in the Canal Zone, and the big canal was at last completed after ten years of effort. This canal is a great help to ships which carry cargoes from one ocean to the other. In war times the ships of our navy pass through the canal to defend whichever coast is threatened.

Look up interesting facts about the Panama Canal: How long is it? When was it built? What was the cost of building it? How many ships can go through the canal in a day? Find other facts like these.

I. NEW WORDS

On your paper write the numbers 1–7. After each number write the word from the list that is needed in the sentence of that number.

independence defeated treaties	volunteered fisheries	conservation regiment
1. The Philippine	Islands were pro	omised by the
United States	government.	
2. Spain was	by the United S	tates in the war for
Cuban indeper	idence.	
3. It is wise to p	ractice of 1	natural resources.
4. Men to s	go in the army.	
5. The Russians	were interested in	the along the
coast of Alask	8.	
6. Men in the ar	my are grouped	together in a
7. Americans ma	de with the	Hawaiians to carry

on trade.

II. WHERE?

On your paper write the numbers 1-9. Write "Yes" or "No" after the number which stands for each question.

- 1. Is Alaska in the northwestern part of North America?
- 2. Is Russia in Africa?
- 3. Is Cuba near the shores of America?
- 4. Is Havana in the Philippines?
- 5. Is Spain in Europe?
- 6. Are the Philippine Islands in the Pacific Ocean?
- 7. Is Cuba in the Atlantic Ocean?
- 8. Is Puerto Rico near Cuba?
- 9. Is the Isthmus of Panama between the United States and Alaska?

III. THINGS TO DO

1. Make a list of the new lands which were added to our country after 1865. Arrange the items as shown below.

NameWhen acquired From whom Alaska 1867

- 2. Make a Theodore Roosevelt booklet for the library table.
- 3. Make a chart that will show the changes in our country in one hundred years.
 - 4. From this list choose a subject for a class report.

Big Game Hunting in Africa A Trip Through the Panama Canal Raising Sugar Cane in Cuba Farming in Alaska Mining in Alaska A Trip to the Philippines

[416]



X. PIONEERS OF LATER TIMES

CHAPTER TWENTY-NINE NEW WEALTH AND NEW WAYS TO WORK

THE STORY OF LUMBER

We have now come to the time in the story of our country when the nation faced many new problems. The one hundred years that had passed since the Constitution was adopted had seen many great changes.

Twelve times as many people now called the United States their country as when George Washington was President. There were now forty states in the Union instead of thirteen.

As the people spread westward, they found new kinds of wealth. They found millions of acres of rich prairie land. They found oil and copper, timber and coal. silver and gold. Mills and factories were turning the products of the farms and forests and mines into still greater riches.

The forests. Great forests once covered most of the and along the Mississippi River and its branches. Here

the first settlers found it easy to build homes for their families. Sawmills were built on the banks of swift-flowing streams, and soon a supply of lumber was ready. The water power furnished by these streams made it possible to set up small mills near the timber. In a short time frame houses began to take the place of the log cabins of the settlers.

As the settlements spread to the treeless prairies west of the Mississippi, there came to be a great need for lumber. The sod houses were better than no houses, but they could be used for only a few years at best. Lumber was greatly needed with which to build homes for a million prairie farmers and to build the thousands of towns and cities which grew up in the prairie states.

Across the northern part of Michigan, Wisconsin, and Minnesota stretched a great pine forest. No timber equaled the white pine for building purposes. It was light and strong and could easily be worked up into boards, shingles, and finishing lumber.

The lumbermen. Soon thousands of men were at work in the pine forests. It seemed at first as if the great forests would last forever. But slowly, and then faster as more machinery came into use, the forests melted away. As the larger and better trees supplied more lumber, they were cut first. The branches and tops were left to lie where they fell. The eager logger had no time to waste as he hurried to supply the lumber which was needed. Forest fires followed the logger.

They swept through the timber lands, not only burning branches and tree tops which lay on the ground, but also destroying the standing timber. After a time the white pine forests were gone. With care this great source of building material might have lasted our people for long years to come.

THE STORY OF OIL

Coal for fuel. Nearly all our homes today are heated by coal or gas or oil-burning furnaces. Only a few years ago wood was almost the only fuel that was used.

In early times the people of our country did not know that great quantities of coal and oil were stored beneath the soil. The use of steam engines in factories and locomotives on the railroads made a demand for coal. The first large mines were opened in Pennsylvania. Later coal was found in many other states—West Virginia, Kentucky, Tennessee, Illinois, and others.

It was noticed in Pennsylvania that the pools of water were sometimes covered with a film of oil. At first this was just a cause of trouble, but later men saw that oil was of value. Coal oil, or kerosene, was first used in lamps to light homes. Then towns used oil-burning street lamps.

The first oil well. The first successful oil well was sunk in the year 1859. Soon many other wells were drilled, and in a few years Pennsylvania became famous not only for its coal mines but also for its oil wells.

Men began to look about for oil in other parts of the country. Today important oil wells are located in Oklahoma, Texas, Illinois, and southern California. Locomotives, steamships, and furnaces in homes and offices use large quantities of oil for fuel.

The invention of an engine which uses gasoline instead of steam for power has brought about more changes in our lives than almost anything which has ever happened. Nearly every family has an automobile to travel about in. Trucks and tractors do work of all kinds. Millions of gallons of gasoline are needed to run all these gasoline engines.

Finish these sentences.

- 1. The first large coal mines were opened in ____.
- 2. Coal is mined today in the states of ____.
- 3. The first successful oil well was drilled in _____.
- 4. Crude oil is sent to ____.

THE STORY OF STEEL

One of the men who had much to do with bringing steel into common use was Andrew Carnegie (kär-nā'-gǐ). As a boy Andrew Carnegie came to this country from Scotland. He first found work in a telegraph office and soon learned to use telegraph instruments. Soon he became an important man in the railroad business.

Steel had been made in small quantities for many years. About one hundred years ago a new process was

discovered which made it possible to make steel in large quantities at much less expense than before. A man in England learned to use a blast furnace to burn out quickly the other materials in the iron ore.

Andrew Carnegie took this idea and went into the business of making steel in large quantities. The center of Mr. Carnegie's great business was in Pittsburgh, Pennsylvania. Here the steel mills are near the coal mines; coal was needed for Mr. Carnegie's furnaces. The steel mills made locomotives, steel rails, steel and iron pipes, and countless other things to supply the needs of our rapidly growing country.

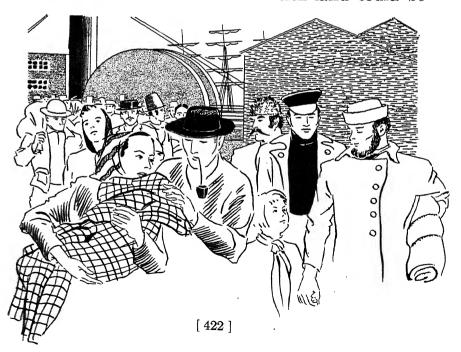
Andrew Carnegie made a great fortune, thought to be five hundred million dollars. Having made so much he decided to give it away while he was still living. He gave money to be used for building libraries which may be found in hundreds of our cities throughout our country. He helped education in many other ways with large gifts of money. One of his largest gifts was the sum of two million dollars with which to build the Peace Palace at The Hague, Holland. This splendid building was used by the World Court, which tried to settle quarrels among nations.

- 1. Give as many reasons as you can why steel has taken the place of wood for building purposes.
 - 2. Where was Andrew Carnegie born?
 - 3. Where were Carnegie's great steel mills?
 - 4. Where did Carnegie build his libraries?

NEW AMERICANS

You have learned that our country grew rapidly during the years just after the war between the North and the South. Not only did many people move into the West, but the towns and the cities in the older parts of the country also grew. Mines of coal and iron were opened. Railroads were built. Factories and mills sprang up. As you can see, all this made work for everyone. Indeed, there seemed to be more work than our people could do.

In some of the countries of Europe work was hard to get and land was scarce. Soon it became known that America needed workers and that rich land could be



had. The people of Europe began to flock to our shores. They came in large numbers from Ireland, Germany, Sweden, Norway, and Italy.

These workers from Europe helped to build the country. They made farm homes in the timber lands of Minnesota and Wisconsin and on the prairies of North and South Dakota. They worked in the mines and the factories and helped to turn out more and more things for the people to use. Among them were many people who made gifts to our country in music, art, and books.

Of course, most of these people could not read or write our language. How could they learn American ways of living? How could they learn to take part in the life of the towns and cities where they made their homes? From what has been said, you can see that while the immigrants helped in many ways, it is also true that their coming to our country made some problems which have taken a long time to solve.

THE WORKERS

Making goods in early times. In early times most of the people lived on farms. The farms were small, and usually the farmer and members of his family did all the work. Women made cloth by hand on frames called looms. They made clothing for the family. Tallow candles for lighting the home were made by hand. The farmer usually made the simple tools he needed.

In time there came to be shops in the towns. The

shoemaker made and mended shoes for his neighbors. The blacksmith made and repaired tools. These workmen owned their own shops and tools. Many times the family lived back of the shop or above it.

The factory workers. Today all this has changed. Now the workers go to the factories and mills. Sometimes they must travel for an hour or two on streetcars or buses to reach the factory. Here machines make many kinds of things much more rapidly than could be done by hand.

Most of the workers are able to get many things which they could not have in the old days. In the stores and shops you see displayed hundreds of articles which have been made by machines. These are turned out so rapidly and easily that the cost is only a small part of what it was when the articles were made by hand.

The factories and mills are usually located in the larger cities, and so the workers must live in the cities. Most of them cannot afford to buy homes. Usually they must rent a few rooms in a large building in which many other families live. Sometimes families with five or six children must live in one or two rooms.

These buildings are called tenements (těn'ë měnts). While some of the tenements are quite comfortable, others are very poor places in which to live. Some of the rooms are on the inside of the building where there is little light or air. It was found that over two thousand people were living in one block in the city of New York.



Women as well as men go out to work. Who takes care of the home when the mother is away all day? The children have to look out for themselves. If there is an older sister, she has to be a little mother to the younger children. When the factory or the mill "shuts down," there is no work. Wages stop and the worker's family may be without food in a few days.

The use of machines in factories has helped us to have many things which our fathers and mothers could not have. The worker today does not toil as many hours as he did in earlier times, but he is less sure of his job. We see then that the "machine age," as it is sometimes called, has brought many changes, both good and bad.

I. CHOOSING

Find in this list four advantages of making goods in large factories. Write the numbers on your paper.

- 1. Less work is required to produce goods.
- 2. Articles can be made very rapidly.
- 3. Cost of manufactured goods is small.
- 4. Workers often travel a long way to reach the factories
- 5. Workers toil fewer hours.
- 6. Many mothers work away from home.
- 7. Factories shut down at times.

II. BECAUSE

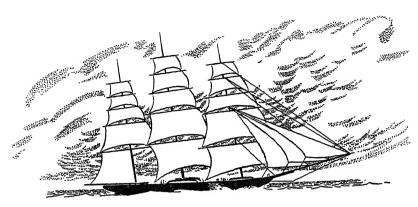
Write the numbers 1-6 on your paper. After each number write a good ending for each sentence of that number.

- 1. Coal is better for fuel than wood because ____.
- 2. Steel is good for building bridges because ____.
- 3. Steel mills are built near coal mines because __
- 4. Andrew Carnegie was called the "steel king" because ____
- 5. Factories are built in cities because ____.
- 6. We should take good care of our forests because

III. NEW WORDS

On your paper write the numbers 1-5. Write "Yes" or "No" after the number which stands for each question.

- 1. Is a loom used in making cloth?
- 2. Is a factory a place where goods are made by hand?
- 3. Are tenements large houses in the country?
- 4. Are prairies tree-covered plains?
- 5. Are immigrants people who come into our country from other lands?



CHAPTER THIRTY BETTER WAYS TO TRAVEL; NEW WAYS TO SEND MESSAGES

SHIPS ON THE RIVERS AND OCEANS

Steamboating. You remember learning how the rivers helped the people who settled in the great valley of the Mississippi. At first flatboats were generally used. Then came the steamboat which could travel more rapidly up stream as well as with the current of the river. A special kind of boat was built for use on the rivers. These boats were built with flat bottoms, as the rivers were sometimes shallow. Two wide decks made space for passengers and freight. The best of these steamboats were fine ships. The cabins were richly if not beautifully furnished. The captains saw that there were amusements and entertainment for all.

The towns and cities which were located on the rivers grew rapidly. Thousands of people traveled up and down the rivers, and many tons of freight were shipped each year. Even after the railroads came, the people kept on using the steamboats for many years.

On the oceans. Though steamboats came into early use on the rivers, sailing ships still carried the cargo" and passengers on the seas. This was because of the splendid sailing vessels, called clipper ships, which were built by New England seamen. The shipyards along the coast of Maine built the fastest sailing ships in thu world. These ship builders did their work better than anyone else could. The clipper ships carried American trade to every port in the world. Maine sea captains and sailors were famous the world over.

The merchants were so well pleased with these sailing ships that for many years they took little interest in using steamships for carrying on trade across the oceans. Forty years after Robert Fulton invented the steamboat, clipper ships were being built in the Maine shipvards.

As years passed, steamships gradually took the place of sailing ships on the oceans and on the Great Lakes. Men learned to use iron instead of wood for ship building. The great steamships are now built of iron and steel. Powerful steam engines drive these ships across the ocean in a few days' time.

Is IT TRUE?

- 1. Many steamboats had flat bottoms.
- 2. Many clipper ships were built in Washington. .
- 3. Steamboats today are made of iron and steel.

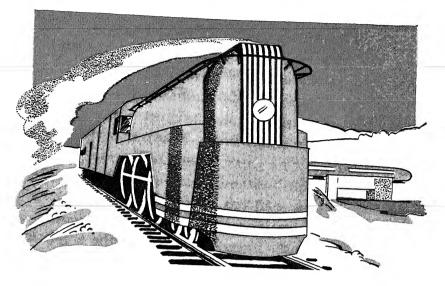
MAKING THE RAILROAD TRAINS MORE CONVENIENT AND COMFORTABLE

A few years ago the officers of one of our railroads ranted to show the people the great changes which ave taken place in the trains. Two trains were fitted ip and sent out on a journey over the company's road. The first train was like those in use seventy-five or more rears ago. The second was a modern train of our own ime. These two trains traveled one behind the other. making stops at the larger towns to give the people a chance to see them.

The locomotive which hauled the first train looked like a toy alongside the other. It puffed along at about twenty-five miles an hour. Wood was used for fuel. The train was made up of three coaches, two of which were for passengers and the other for baggage and mail The coaches were lighted with oil lamps and heated with wood-burning stoves.

The immense locomotive of the modern train was as long as the three coaches and the locomotive of the first train put together. It burned oil and could haul ten coaches at the rate of eighty or one hundred miles an hour.

Perhaps you have ridden on one of these fast modern trains. If so, you found the inside of the coaches to be much like your home, with steam heat, electric lights easy chairs, and many other comforts. If you were on



the train at meal time, you enjoyed a delicious dinner in the dining car. If your journey lasted through the night, you slept in a comfortable bed in a Pullman sleeping car. Fresh cool air is forced into the coaches so that even in warm weather the passenger cars are comfortable

The safety of travel in these new trains is much greater than in the old ones. The coaches are now made of steel instead of wood. Air brakes, which are controlled from the locomotive, make it possible to stop the train quickly and thus avoid accident.

The Story of Good Roads

The invention of the gasoline engine is what brought automobiles into common use. This engine is lighter [430]

than a steam engine and has other advantages. Henry Ford began making his famous Model T in Detroit. Michigan, in the year 1909. Since then the automobile industry has grown to be one of the most important in the United States.

The use of the automobile caused the people to ask for better roads. Your father can tell you about the



roads he used to travel on, years ago. To jolt along at twenty-five miles an hour was all that either driver or car could stand. Clouds of dust rolled up, nearly choking the driver and his passengers in the open cars. Long. [431]

linen coats were worn to protect the clothing of the travelers.

In those times there were almost no paved roads in the country. None of the roads were marked or numbered. There were no road maps to help the traveler find his way. The few persons who owned cars at that time did not often drive on long journeys.

You do not need to be more than reminded of the ease with which we travel today over the paved highways to any part of the country. A great network of good roads covers the land. Not only are these roads used by automobiles for pleasure and business, but huge buses travel by day and by night carrying thousands and thousands of passengers on their journeys. Great trucks grind up and down the highway hauling loads of goods from factories, warehouses, and farms.

Where does the money come from to build and repair the thousands of miles of good, solid roads? Much of it comes from license fees and the tax on gasoline. Each state fixes the fee which car owners must pay for licenses and the amount of the gasoline tax. Millions of dollars are collected in this way. Some states spend as much money on roads as they spend for all other purposes put together. Many of these highways are four-lane roads. Two lanes are for travel in one direction and two for travel the other way. Often a narrow parkway separates the two double lanes. This space is made pleasing with the help of trees and flowers.

1. How did the use of automobiles bring better roads?

2. Study a state road map. Notice how many roads e paved. How many miles of paved road have been ilt in your state?

3. Ask your father how much he pays for the license r his car. Who collects the money and what is it used r? Is there a tax on gasoline? How much on each gallon? 'hat is this money used for?

4. Make a talk on one of the following subjects:

How the automobile helps the farmer

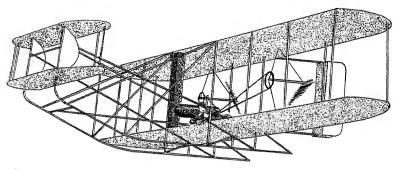
Ways in which travel by automobile may be made safer

Henry Ford

THE PIONEERS OF AIR TRAVEL

Men have always wanted to fly. Stories of long ago ell how men of ancient times longed to travel through he air. Balloons which would stay in the air for several nours were built more than a hundred years ago. Inventors puzzled their brains over the problem of buildng a flying machine which could be guided in its flight. The invention of the gasoline engine came as a great help to the men who were working on this problem. Here was a light, powerful engine which would lift and push a machine through the air if men could learn to use it.

The first airplanes. Samuel P. Langley built the first flying machine in this country in the year 1903. A little later in the same year, Wilbur and Orville Wright of Dayton, Ohio, built a machine which flew nearly a thousand feet. This may be called the first successful air-

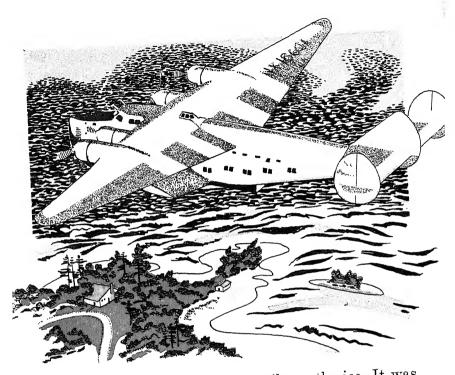


plane flight in the United States. Soon longer flights were made and airplanes came to be used for carrying mail and passengers.

Flying to the polar regions. Richard Byrd thought that airplanes could be used by explorers. Though both the North Pole and the South Pole had been reached, there was still much to be learned about these regions. Byrd's first attempt to reach the North Pole failed. He set out again the next year. His ship took him far north into the Arctic Ocean. Then he took to the air in his great airplane, named the "Josephine Ford" for Henry Ford's granddaughter. A few hours of flying took him over the North Pole.

In the year 1928 our government fitted out a party to go to the South Pole. Commander Byrd was put in charge. The purpose of this work was to reach the South Pole and to trace out bodies of land which had been found by other explorers in the Antarctic region.

Ships carried Byrd and his men with all their things to a point within about eight hundred miles of the



South Pole. Here a camp was built on the ice. It was named Little America. The party was made up of forty men, among whom were scientists and engineers. Four airplanes and about a hundred Eskimo dogs were taken along for their use. The men and dogs were supplied with enough food to last two years.

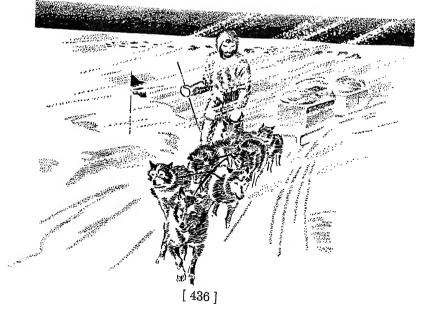
An airport was built, and after months of getting ready, Admiral Byrd and two companions took off for the South Pole. They flew over a mountain range 12,000 feet high and in eight hours reached the Pole.

In 1933 Admiral Byrd made another voyage to the Antarctic to learn more about that region. One night

each week Admiral Byrd's voice could be heard by people in our country as he gave an account of his work by radio.

First flight around the world. The first air trip around the globe was made in 1924 by three American army planes. In 1927 Charles A. Lindbergh flew his plane, the "Spirit of St. Louis," in a non-stop flight from New York to Paris. This feat caused great excitement both in Europe and in this country, and Mr. Lindbergh at once became famous.

Travel by airplane. Today giant airplanes take off from ports in this country to all parts of the world. These ships of the air are fitted up much like fine yachts in which passengers sleep comfortably and are served



good meals. At 250 or 300 miles per hour passengers are carried in a short time to distant points in faraway lands. President Roosevelt traveled by plane to South America, then across the Atlantic to Africa. His plane flew over the great distances of that continent to points in North Africa where he met with Prime Minister Churchill and other leaders of the United Nations to make plans for the war.

1. Who made the first successful airplane flight? When?

2. Tell a story about one of the following: Charle Lindbergh, Admiral Byrd, the Wright brothers.

3. How long does it take an airplane to fly from New York City to London?

SENDING MESSAGES AND SPREADING THE NEWS

We are so used to the telephone, the telegraph, and the radio that it is hard for us to think how people got along without these ways of sending messages. Before these inventions were made, and before the days of regular mail and the railroads, the only way messages could be sent was by signals, or by a runner, or by a messenger on horseback.

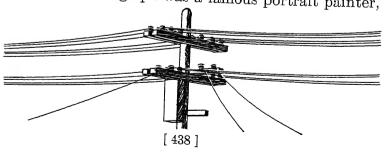
How the Indians sent messages. The Indians knew how to send messages by means of smoke signals. Damp wood or green grass was used to smother the fire so that it would send up a thick cloud of smoke. The smoke was made to rise in puffs by using a blanket or buffalo skin. Two puffs of smoke or columns from two fires said, "We shall camp here"; three puffs was the call for help,

and so on. Blazing arrows were used at night in much the same way.

Messages in Africa. In the jungles of Africa the natives send messages by the beating of drums. These drums, which are called tom-toms, are usually made by stretching a hide over the end of a hollowed-out log. White travelers in that country are sometimes startled by the sound of these drums beating out some strange, unknown message.

Signals somewhat like these we have been telling about are used today. The Boy Scouts have copied or imitated some of the signals which were used by the Indians. The army and navy send messages by use of the heliograph (hē'lǐ ō grāf'), in which mirrors are arranged to throw back sunlight. A code is used by which words are spelled out by flashes from the mirrors of the heliograph. You will be able to think of other ways of sending messages.

The telegraph. The first of the great inventions which came to help people send messages to one another was the telegraph. It is strange, is it not, that the inventor of the telegraph was a famous portrait painter,





Samuel F. B. Morse? One of his best portraits was that of Lafayette. When the great Frenchman who had helped Washington win the War for Independence came back to our country for a visit in the year 1824, Samuel Morse was chosen to paint his portrait.

After a while Mr. Morse gave all of his time to the problem of sending messages by electricity. It was not long before a rough model was made. Wires were stretched around a room, and a "key" was put in so that it would make and break the electric current. Soon the "click, click" of the telegraph instrument was heard. Then came the "Morse code," which is to this day the language of the telegraph.

Could a telegraph line be stretched across the ocean [439]

so that messages could be sent to people living in Europe? Cyrus W. Field answered this question. After many attempts a cable was laid under the water of the Atlantic Ocean. Within this cable was a copper wire through which passed the electric current. Messages could now be sent in a few seconds from our country to people in Europe.

The telephone. In the year 1876 a world's fair was held in the city of Philadelphia to celebrate the one hundredth birthday of the nation. In one of the booths at the fair sat a young man with a strange-looking instrument on the table before him. One of the visitors asked, "What have you there?" The young man replied, "A talking machine; I call it the telephone." He then showed how it worked. You can perhaps imagine the surprise of the people when they heard for the first time the sound of spoken words coming over the wire.

The inventor of the telephone was a young Scotchman who had been in this country only a few years. The great Bell telephone system is named after the inventor, Alexander Graham Bell.

Sending messages without wires. Ten years after the invention of the telephone, a man discovered that an electric spark could be made to cross a room without using a wire. The spark seemed to leap from the jar in which it was made to the ends of a wire coil a little distance away. It was found that, the stronger the spark, the greater the distance it would pass through.

William Marconi (mär-kō'nē), a young Italian inntor, thought that messages might be sent for some stance by using a powerful electric spark. He made me small electric machines which would send sparks, we should say, electric waves, across his room to a ail which would repeat the signal he had made. Here, ou see, he had the beginnings of the "wireless teleraph."

After years of patient study and hard work, Mr. Maroni was able to send messages across the English Chanel from England to France. A ship at sea was given ne of Marconi's outfits. It was able to send a message o people on shore. Today most of the ships which cross he oceans are fitted with wireless outfits. If some accilent occurs, messages for help are sent (SOS), and other ships pick up the message and come to the rescue.

But even more marvelous than the wireless telegraph is the radio, which has been called wireless telephone, although, of course, it is not a telephone at all. The radio came into common use after the First World War. Today almost every home has a radio. The broadcasts bring programs which you enjoy and news from all the world.

THOMAS A. EDISON

"THE WORLD'S MOST USEFUL CITIZEN"

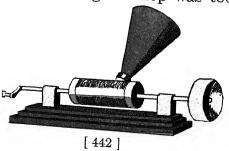
Thomas A. Edison has been called the world's most useful citizen. Yet when he was a schoolboy, his teachers called him dull. His mind was so busy with many

ideas that he did not seem to take an interest in his school studies.

In this short story we can tell only a little of the many inventions made by Mr. Edison. These inventions were so wonderful and brought so many changes into the lives of the people that Mr. Edison was called a wizard.

One of the first of Mr. Edison's inventions was the "stock ticker," which you will find ticking away in the offices of many business men. This little machine shows the changes in price of many products, such as wheat, copper, and steel. One day Mr. Edison showed this invention to the president of the Western Union. After trying it, this gentleman asked how much Edison thought the invention was worth. The young inventor did not know what to say. He thought perhaps he should ask five thousand dollars, but he was afraid to say so. After a moment he told the president of the Western Union to name his price. To his surprise he was offered forty thousand dollars.

With this money Mr. Edison built a shop and set to work on his inventions. He hired several skilled workmen to help him. Finding his shop was too small, he



built a workroom at Menlo (mĕn'lō) Park, New Jersey, a short distance from New York City. One after another the wonderful inventions of Edison began to appear. Among them were the talking machine, or phonograph, and the motion picture machine.

The invention which perhaps is best known and which is the most useful of all was the electric light bulb. This bulb was invented by Mr. Edison in 1879. From it have come all the great changes in lighting homes, factories, and city streets and the brilliant advertising signs with their changing lights and flashing colors.

Thomas A. Edison continued his work up to a few weeks before his death in 1931. He was always very modest about his ability. He said work, work, work was the secret of his success.

I. MATCHING

On your paper write the numbers 1-9. After each number on your paper write the word which matches the phrase of that number.

commerce warehouse wizard
airport jungle industry
fuel Morse code phonograph

- 1. a place where airplanes land and depart
- 2. a building for storing goods
- 3. thick woods
- 4. one who works magic
- 5. all forms of making goods
- 6. a talking machine
- 7. a system by which telegrams are sent
- 8. anything burned to supply heat
- 9. the buying and selling of goods

II. WHERE?

Write the numbers 1-8. Write "yes" or "no" after the number which stands for each question.

1. Did the clipper ships sail around Cape Horn to get to California?

- 2. Did Henry Ford build his cars in Detroit?
- 3. Is the Arctic Ocean near the South Pole?
- 4. Is the Antarctic region south of America?
- 5. Is Little America near the South Pole?
- 6. Did Lindbergh fly from New York to London?
- 7. Is the English Channel between England and Spain?
- 8. Is Baltimore as much as 1,000 miles from Washington?

III. INVENTIONS

On another piece of paper fill in this outline. Inventions Inventors

Dates

Telegraph Telephone Motion pictures Phonograph Wireless Electric light bulb

IV. THINGS TO DO

- 1. Build models of airplanes, clipper ships, and steamboats.
- 2. Find pictures of different kinds of boats and use them on a chart.
- 3. Write to travel agencies for folders. Plan vacations you would like to take.
- 4. If your school is on a busy street or highway, appoint someone to count the number of cars that pass in one hour.
- 5. Trace on your globe the routes taken by Byrd to the North Pole and to Little America. Trace Lindbergh's flight and the route followed by the giant clipper airplanes today.
 - 6. Mount mirrors so that you can flash signals.



CHAPTER THIRTY-ONE OUR NATION AND THE WORLD

Woodrow Wilson, President of the Nation

The people of the state of New Jersey wanted a new governor. They were not satisfied with the way in which the affairs of this state were being carried on. They wanted not only an able man but also an honest, fearless man in the highest office in the state.

At this time Woodrow Wilson was president of Princeton University. As president of the leading college in the state, he came to be well known to the people. Indeed he was well known throughout the nation because of the many lectures he had given and the books he had written. The people of New Jersey came to believe that Mr. Wilson was the man they needed for governor. He was elected to that office by a large vote. This was something unusual. A college president, who never before had held a public office, elected governor of a state! What would he do in this important office?

Governor of New Jersey. It was not long before the people of New Jersey found that Governor Wilson meant what he said when he talked about good government. He had laws passed which made the taxes more fair and which gave the working men better treatment. He put a stop to many dishonest schemes. When men threatened him because he would not let them have their way, they found that Governor Wilson could not be frightened. He was both brave and honest.

President. All the nation began to notice what the schoolmaster governor was doing. Would he not be a good man for President of the United States? In 1912 the people elected Woodrow Wilson to that high office.

PRESIDENT WILSON AND THE FIRST WORLD WAR

Not long after Woodrow Wilson was elected President, a great war began in Europe. At first it seemed that there was no danger to our country from this war. But as time went on, events took place which gradually brought our country into the war. England and Germany were two of the most powerful nations in Europe. They were now at war. Both of these nations needed food and guns and other things with which to carry on the war. Both bought from the United States. Our ships on the way to German ports were seized by the British navy. German warships seized or sank our vessels which were bound for England. Each was trying to starve out the other.

The submarines. The Germans used under-sea boats, or submarines, in their warfare. When a submarine attacked a merchant ship, quite often lives were lost. It was impossible for a submarine to take off passengers or members of the crew of a ship which it had torpedoed and sent to the bottom of the sea. President Wilson told the German government that the sinking of our ships by submarines must stop. The Germans paid no attention to this request. They were warned that, if they continued to sink our ships and kill our citizens, we would make war against them.

We decide on war. On April 2, 1917, the Congress voted to declare war against Germany. Soon it was seen that we must send soldiers to help the British and French armies. After three years of fighting the soldiers of these nations were being driven back toward Paris.

Our young men were called into training camps. Within little more than a year thousands and tens of thousands were on their way to France. General John J. Pershing was made commander of all the American armies. In France our soldiers fought side by side with the British and the French. At last the German soldiers were driven out of France. Then the German people, who were tired of the war, rose up and drove out their rulers. The fighting ended on November 11, 1918.

The League of Nations. President Wilson believed that the only way to make a lasting peace was to form

a League of Nations. He went to Europe to urge that the nations join together in a league to keep the peace. Some of the leaders in the countries of Europe did not like the idea of a League of Nations. It took several months to get them to agree to join in a league. At last a treaty of peace was signed with Germany and the other countries which had taken part in the war. This treaty is known as the Treaty of Versailles (věr'sä'y'), after the place where the treaty was signed.

When President Wilson returned home, he asked the United States Senate to accept the treaty and to agree that our country should become a member of the League of Nations: The Senate refused to do so. Some thought that the League might be a means of keeping the peace. Others were tired of affairs in Europe. The war had cost us thousands of lives and billions of dollars. What good had it done, they asked. Bitterness and hate still divided the nations of Europe. Some of the senators were against the League merely because President Wilson was for it. They thought that the Senate should have had a larger part in drawing up the terms of peace.

The refusal of the Senate to accept the League was a sad blow to the President. He had set his heart on the League, believing that it would be a means of keeping peace in the world. Soon the President's health began to fail. He had fought bravely for what he thought was right. Now he could do no more. He died in the year 1924, a heartbroken man.

A New Leader: Franklin D. Roosevelt

Hard times. Franklin D. Roosevelt became Presilent of the United States, March 4, 1933. He found the country in very bad condition Banks were failing by the thousands, and people who had money in the banks in many cases lost all their savings. People could not pay their debts. The factories closed, and millions of men lost their jobs. The price of farm products went down and down. Farmers were unable to make a living on their land.

The New Deal. President Roosevelt took steps at once to help the situation. One of his first acts was to declare a "bank holiday." This act closed the banks for a few days. It kept many sound banks from failing and helped save the money of people who had placed their money in the banks. At the President's request laws were passed to help business men and farmers. The government arranged to lend money on easy terms to those who were hard pressed. The government started a building program. Money was provided for building roads, bridges, and public buildings. This made work for those who needed it. It also made a demand for all kinds of building materials. These and other acts did not cure the "depression," but the bad situation was helped by the strong measures which President Roosevelt carried out. In 1936 President Roosevelt was reelected for a second term.

ANOTHER WAR IN EUROPE

It soon became clear that hopes for lasting peace in the world were in vain. In Germany a new leader arose, Adolf Hitler. A powerful army was built up. Soon Austria and Czechoslovakia (chěk'ō-slō-và'kǐ-à) were brought under German rule. Poland was next attacked. France and England had promised that, should Poland be attacked, they would aid that country. These countries now declared war against Germany. Soon other countries entered the struggle until nearly all of Europe was at war.

This new war in Europe was much like World War I. The causes which brought our nation into the war were much like those of 1916 and 1917, of which you have read. Our leaders came to believe that Germany was a danger to the whole world. France had been conquered and the British armies had been driven back across the Channel. German airplanes ranged over England dropping bombs on factories, cities, and towns. Our government believed that all possible help must be sent to England to save that country from the Germans. If England fell, then the great British navy might fall into German hands and be turned against us.

Large quantities of food and war materials were sent to England. Some of our warships were turned over to the British. When German airplanes and submarines attacked our ships on the way to British ports, orders were given to our warships "to shoot on sight." From all of this you can see how surely we were drifting toward war. But it was from another direction that war broke on our nation.

WAR IN ASIA

For some years Japan had been making war on the Chinese. The Japanese wanted some of China's land to make room for her people. Our government sent word to the government of Japan that we did not like what their nation was doing in China. We asked the Japanese government to call their armies home. We told them that, if they kept on with their conquest of China, we would cut off our trade with them. This made the Japanese angry, as the trade of that nation with the United States is very necessary to their prosperity.

In the year 1940 Japan made an alliance with Germany. These countries agreed to help each other in case of war with any other nation. Efforts were made to settle our difficulties with Japan peaceably. We asked some of the leaders in Japan to come to Washington to talk matters over with our Secretary of State, Cordell Hull. While these talks were going on, the Japanese made a "sneak attack" on our fleet at Pearl Harbor in the Hawaiian Islands. This took place on December 7, 1941, a day to be long remembered in the history of our country.

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WAR WITH JAPAN

Not ready for war. Congress at once declared war on Japan. Germany and Italy, joining with Japan, declared war on our country. Now we were in the great war which was raging in all parts of the world. We were not ready for war. Our army was small. We had a strong navy, but there were not ships enough to carry on war in both the Pacific and the Atlantic. The Japanese blow at Pearl Harbor crippled our Pacific fleet. We were unable to defend the Philippines, seven thousand miles away. These islands had been in our possession for nearly fifty years. Our army in the islands, under General Douglas MacArthur, fought stubbornly to hold Manila, the capital city. At last these soldiers were forced to surrender. General MacArthur was ordered by President Roosevelt to leave the Philippines before the surrender.

Japanese conquests. The Japanese had long been preparing for war. Now they swept southward and in a few months took the British possessions on the southeast coast of Asia. Next the rich Dutch East Indies fell before their power.

Ships and more ships. These were dark days for our country. It seemed for a time that nothing could stop the Japanese. Our nation could now see that we must prepare for a long hard war. We must fight Japan in the Pacific and Germany in Europe. The call went up for

ships and more ships. We must carry soldiers and guns and tanks to the battlefields of Europe. We must bridge the thousands of miles across the Pacific. Soon hundreds of shipyards were busy at this great task. Our factories turned from making things for peacetime use to making all the things needed in war. President Roosevelt called for 50,000 airplanes. The farmers were asked to produce more food.

Millions of our young men were called into training. In a few months thousands were on their way overseas—some to England, some to Alaska and the Aleutian (*à*-lū'sh*à*n) Islands, some to Australia and the islands of the South Pacific.

We strike back. In time we were ready to strike back at the Japanese. Our soldiers and sailors landed on Guadalcanal (gwä'thäl-kä-näl') in the Solomon Islands. Our warships and airplanes fought the Japanese at every chance. After many bitter battles on land and sea the Japanese driven out. One after another the islands of the southwest Pacific were won back. In the great Battle of Midway the Japanese navy was defeated.

"I shall return." When General MacArthur left the Philippines he said, "I shall return." In October, 1944, he made good that promise. With his army he landed on Leyte (lā'tā), one of the Philippine Islands. Aided by a great fleet of warships, this island was conquered as the first step in winning back the Philippines. Four months later our army took the capital city, Manila.

OUR PART IN THE WAR IN EUROPE

While the war with Japan was going on, we were sending all possible help to England and Russia. Germany was master of all western Europe. But to the east there stood Russia. Hitler did not trust the Russians. He feared that great nation ruled by Joseph Stalin (stä'len). Hitler decided to destroy Russia. All of his attempts failed. Though the German armies marched far into Russia, they could not conquer that country. The Russian soldiers fought on in the face of defeat.

Our army lands in Africa. President Roosevelt and Prime Minister Churchill met at Casablanca (kä'säblăng'kä) in Africa. Here they planned a great campaign. American and British soldiers were landed in North Africa. Battles followed. The German and Italian armies were defeated, and large numbers were compelled to surrender. Then ships carried our soldiers to Sicily (sĭs'ĭ-lĭ) and Italy itself. Naples and Rome were taken, and the Germans were driven into northern Italy.

D-Day. All this time great numbers of soldiers, Americans and British, were gathering in England. Our airplanes bombed Germany day and night. Great damage was done to enemy war plants. Our armies were making ready to cross the English Channel to France. There they would attack the Germans. All the world waited, week after week, for this great event. It was a

dangerous task. The Germans stood ready on the coast of France to throw our soldiers back. All the ports were held by the Germans. We must land our soldiers on the open beaches. Our General Eisenhower was in charge of these operations. Hundreds, yes thousands, of ships waited for the "go" signal. Great floating docks had been built. At last the day came, June 6, 1944. These great forces crossed the Channel, struck the Germans, and drove them back. The German lines were broken, and in a swift campaign all of their soldiers were swept out of France and Belgium. Our soldiers advanced to the borders of Germany.

The end of the war. For a time the German armies held the line along the western border of Germany. In spite of defeats, the German people clung to the hope of victory. Their faith in Hitler remained unshaken.

Our soldiers crossed the Rhine River and took the Ruhr district which was the heart of German industry. The Russians overran Poland. It was then that the German soldiers surrendered in large numbers. Their leaders fled into hiding. Many took their own lives to escape capture.

The San Francisco Conference. As the war in Europe drew to a close, representatives of the Allied Nations met at San Francisco to draw up a charter or plan for lasting peace. The President of the United States and the United States Senate agreed to this plan, and it was hoped that future wars could be prevented.

I. WHERE?

Where are the following places?

Pearl Harbor **Dutch East Indies**

Aleutian Islands Manila

English Channel Solomon Islands

Casablanca Leyte

II. NEW WORDS AND TERMS

On your paper write the numbers 1-8. After each number write the word from the list which is needed in the sentence of that number.

submarine Treaty of Versailles League of Nations campaign torpedoed depression "bank holiday" alliance 1. The nations that joined together for world peace were called the _ 2. A ____ is an under-sea boat or ship. 3. The Germans ____ our ships. 4. The period of hard times in our country was called the ____ 5. The terms of peace after the first World War were called the ____ 6. The closing of banks was called _____. 7. When two or more nations agree to help each other, the agreement is called an _____. 8. President Roosevelt and Prime Minister Churchill planned a ____ for our armies.

III. THINGS TO DO

- 1. Make a Woodrow Wilson booklet for your library.
- 2. Make a map showing the location of the Hawaiian Islands, the islands of Japan, the Aleutian Islands.

3. Prepare a talk on one of the following:

Franklin D. Roosevelt Adolf Hitler Winston Churchill Joseph Stalin

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CHAPTER THIRTY-TWO OUR GOVERNMENT AT WORK

THE KIND OF GOVERNMENT WE HAVE

Our country a democracy. First of all, the government of our country is all of us. We say our country, the United States, is a great democracy. In a democracy the people do the governing. Well, of course, we—all of us—are the people. So we must do the governing, the ruling. There are more than 130,000,000 people in our country. Then there are 130,000,000 rulers! All the people govern all the people. They govern themselves.

But, of course, not all of the 130,000,000 can spend all, or even a part, of their regular working hours at governing. Most of us go on with our own daily affairs and turn the job of governing over to the ones whom we select for this task. At that, the number of our people who spend all their time in governing work is large. They would make a great army.

Where are all these men and women who carry on this work for the rest of us? They are everywhere: at our capital, in every state, in the Panama Canal Zone, in our island possessions; some, even, in the capitals and the leading cities of other nations. We can say, then, that our government is everywhere. Wherever a man or woman can be found who works at some governing task, there we find a part of our government.

Nearly all of them, wherever they are, are busy at carrying out some law passed by Congress, or at showing the meaning of some law. They do not make laws; it takes only a few to do that. They have governing work to do because laws have already been made; it takes many to tell what all these laws mean and to see that they are used and obeyed.

Our capital city. At our capital city, Washington, D. C., we get the best view of this government of ours. That is because Washington is the place where the laws are made, as well as where most of the plans are made for carrying out these laws, and using them, in all parts of the country. That is why Washington is our capital city. Let us pay a short visit, then, to Washington.

- 1. What is a democracy?
- 2. What is meant by saying that our government is everywhere?
 - 3. What is a capital city?

A VISIT TO WASHINGTON, OUR CAPITAL CITY

You remember, do you not, that President George Washington selected the piece of land where our capital city was to be built? He also marked the exact places where he wanted some of the most important buildings to stand.

The Capitol. Our first President selected the place for the capitol building. First the wings were built. But they were destroyed by fire and had to be rebuilt. Then the central part of the building was finished, and work was started on the dome. The dome was being completed when Abraham Lincoln was President. It is more than 387 feet high. The grounds surrounding our capitol contain about fifty acres. That is enough land to make a fair-sized farm.

The White House. George Washington also marked the spot where the home of the American presidents was to stand. He laid the first stone of this building himself. Today, as you know, we call this building the White House. But at first this home was not called by that name. People could not very well call it the White House because it wasn't white. It was of a gray, sandstone color. Then, in our War of 1812, with England, the British soldiers marched into Washington and burned the President's house. When it was rebuilt, it was painted white, and people began calling it the "White House." a custom they have followed ever since.

Since those far-off days the White House has grown in size, but its general appearance has not changed. Now it is much more than a place for the President and his family to live. In one of the new wings there is space for many fine office rooms where not only the President but many helpers carry on government work.

More to see in Washington. Washington is crowded with great buildings, monuments, and statues. The beautiful Library of Congress is one building all Americans will care to enter even though they do not have time to look at the books. In this building is to be seen the Declaration of Independence, just as it was signed on July 4, 1776.

Standing on the steps of the capitol building and looking down in the direction of the Potomac River, the visitor is almost certain to notice, first, the Washington Monument. Our government planned, almost from its beginning, to build a great monument in honor of George Washington. But in those days the nation was poor. Fifty years passed before Congress felt that money could be spared to begin work on the monument. But at last, in the year 1885, it was finished. The monument is a marble shaft towering above the ground to a height of 555 feet. There are stones in it from forty different states. It is said to be the tallest monument ever set up to the memory of a man.

Far beyond the Washington Monument stands the Lincoln Memorial. It is not a tall monument, but a beautiful building. In it one sees a grand statue of Abraham Lincoln. Before the building lies a mirror-like pool which adds greatly to the beauty of the Memorial.

- 1. There are forty-eight states in the United Then why are there not stones from forty-eight -tare as the Washington Monument?
 - 2. What is the dome of a building?
- 3. How does the mirror-like pool add to the beauty of the Lincoln Memorial?

"UNCLE SAM" AT WORK

More government buildings. As a visitor to Washe ington you have already seen Uncle Sam. our conservations. ment) at work. You saw him at work in the Presidents offices; you saw him doing more work in the hard-Congress, in the capitol. But you get a still be tree idea of Uncle Sam at work when you visit some into great buildings in Washington. Here yet so her the dreds, but thousands and thousands of people harrand about the work of government.

In each of the splendid buildings a different knowledge government work is being carried on In a new state beautiful building the judges of our Supreme to the judge and decide the important cases that come before them. In another, paper money is being product it. another, plans are being made and carried out to be a the farmers raise more crops and better livestone. The if you go on far enough, you will find the people wire plan to make our great rivers, like the Tennesses and the Mississippi, and the Missouri. less discourie to floodtime, and more helpful all the year round and such

others who look after our public lands and our forests and parks.

Helping all classes of people. There are people in our government who spend their time planning to help the citizens in their own lives. In one great set of offices we find clerks keeping records of the working days and years of millions of our people. From these records the government will know, in later years, how much money to pay these people each month when they are too old to work. In other busy offices are to be found the people who keep account of all the men and women in our armed services. In another building the workers spend their time helping to manage the affairs of the Indians on their reservations, and in still another place are those who look after the immigrants who come to us from other lands. Hundreds of government workers give their attention to matters of our health as a nation. To them we owe much in keeping the people of the country so free from disease.

Keeping account of the mail. If you stop to think about it, you realize at once that taking care of all the millions of letters that are sent is a giant task in itself. An army of government men and women spend all their time making sure that the letters you and I write will take the shortest and surest way to get into the hands of the people to whom we address them. Most of this planning is done in a great building in Washington. We see the results of this planning in our own post offices

and in the carriers who come to our doors, rain or shine, with our papers and letters.

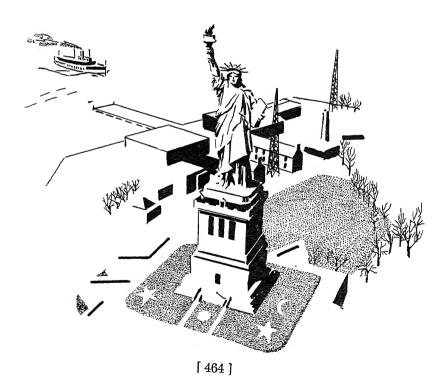
In this short chapter there is room for only this hint at the many, many things the government we have chosen does for all of us. A visitor could spend weeks in and about Washington and each day see new and interesting work being carried on for the welfare of the nation. In the end the visitor would be sure to come away with a new or a stronger feeling that he lives in a country whose government wants him to have every chance to lead a happy, healthy, useful life.

A last thought. You have spent a great deal of time, now, studying and thinking about this great country of ours. We started this story of our nation away back in the days when Christopher Columbus was a boy in Genoa, Italy. And here we are, at last, down to now. The story is more than four hundred fifty years "long." And has it not been a wonderful story?

First came the American wilderness, then thirteen weak colonies of England, then a new nation with our Constitution and with George Washington as the first President. It was a weak nation; many thought it could not last. But it has lasted for more than a hundred fifty years. It is now hundreds of times richer and more powerful than at first. Forty times as many people live here as in the days of Washington. But riches and power and numbers do not by themselves make a good nation. The United States is not yet as truly good or as

truly great a nation as it can be. Far from it. As a citizen and a voter you will soon learn how much is still to be done, here in America, to make this a fit home for a great, free people. Then there is the world of nations outside America: a world of many races and tongues and beliefs. This troubled world needs our country as a friendly neighbor and as a helpful leader. Such a country, in its home affairs and in its dealings with the world around it, is going to have great need of kind, intelligent, active citizens. That means you—and you!

—and you!



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